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| **Approval date:** |  | **PhiladelphiaUniversity** |
| **Issue:** | **Faculty** |
| **Credit hours 3** | **Department: Language center** |
| **Bachelor** | **Course Syllabus** | **Academic year 2023/2024** |

**Course information**

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| --- | --- | --- | --- | --- |
| **Prerequisite** | | **Course title** | | **Course#** |
| **non** | | **English Skills 99** | | **0130099** |
| **Room #** | **Class time** | | **Course type** | |
|  |  | | ☒ University Requirement ☐Faculty Requirement  ☐ Major Requirement ☐ Elective☐ Compulsory | |

**Instructor Information**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
| [**nshunnnaq@Philadelphia.edu.jo**](mailto:nshunnnaq@Philadelphia.edu.jo)  [**Nourzsh@yahoo.com**](mailto:Nourzsh@yahoo.com) |  | **2411** | **…** | **Noor Shunnaq** |

**Course Delivery Method**

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| --- | --- | --- | --- |
| **Course Delivery Method** | | | |
| **☐Physical☐ Online ☒Blended** | | | |
| **Learning Model** | | | |
| **Physical** | **Asynchronous** | **Synchronous** | **Precentage** |
| **70%** | **30%** |  |

**Course Description**

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| This course is designed to enable students to improve their basic English vocabulary and grammatical structures, in order to communicate successfully. Also, students will develop literary and analytical skills which will enable them to be successful in future courses. Developing the most important skills of learning English- listening, speaking, reading and writing skills- is the concern of this course through an integrated approach. 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. English 99 stresses on the basic communicative skills with emphasis on writing sentences and short paragraphs with a review of mechanics, sentence patterns, and correct usage. The course will not substitute for the English requirements in any curriculum. |

* **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 the ability to listen to others.
2. Listening effectively and being able to persuade others, ask questions and develop proper dialogues using correct English.
3. Demonstrating the ability to deal with all positive and negative attitudes and behaviors in a professional manner and with social intelligence.
4. Emphasizing the importance of developing proper professional and personal relationships.
5. Preparing well-designed professional presentations.
6. Showing respect while negotiating and dealing with others.

**Course Learning Outcomes Course Learning Outcomes**

|  |  |
| --- | --- |
| **Outcomes** | **Number** |
| 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** |
| Vocabulary  Expanding vocabulary required for communicating, meeting people, travelling problems, asking for information in a public place, talking about money and to people in shops, and using verbs dependent prepositions. | **K2** |
| Reading Comprehension  Reading English texts about meeting people for the first time and communicating, travel and tourism, money, problems, experiences and advice. | **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.Talking about past holidays, describe travel problems, experiences of generosity, spending and saving money.  2. Expressing opinions about travel and tourism.  3 . Greeting people, show interest in a person and end conversations.  4. Asking for information in a public place and giving advice on common problems.. | **S2** |
| Grammar  Using the grammatical roles in real life situations and producing grammatical, meaningful sentences. | **S3** |
| Listening  Applying listening skills, listening for main ideas, listening for details, taking notes and other skills to answer questions about listening scripts. | **S4** |
| . Watching Videos  Applying the skills of watching videos supported by BEFORE, WHILE and AFTER viewing activities. | **S5** |
| Writing  Practicing some writing skills, including the following:  1. Writing a personal email.  2. Writing a travel blog.  3. Writing an update email.  4. Writing a message giving advice. | **S6** |
| 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 some situations. 4. Describing extreme experiences. 5. Using phrases to show they are changing their mind about something. | **C1** |
| Grammar   1. Focusing on selected grammatical rules necessary for promoting learners’ communicative level. 2. Presenting well organized and grammatical sentences and short paragraph of a variety of topics. | **C2** |

**Learning Resources**

|  |  |
| --- | --- |
| Doff, A., Thain, C. Puchta, H. Strank, J and Lewis-Jones, P. (2022) , Empower B1. Cambridge University Press. | Course textbook |
| Supplemental eBook, audio and video active code | Supporting References |
| http://www.cambride.org/empower http://a4esl.org http://www.bbc.co.uk http://www.dictionary.cambridge.org <http://www.esun.edu/>~hcedu013/eslplans.html ESL Lesson plans  [**https://www.wikipedia.org/**](https://www.wikipedia.org/)  [**https://www.youtube.com/**](https://www.youtube.com/) | Supporting websites |
| **☒Classroom ☒laboratory☒Learning platform ☒ Other** | Teaching Environment |

**Meetings and subjects timetable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Material** | **Tasks** | **Learning Methods** | **Topic** | **Week** |
|  |  |  | **Orientation** | **1** |
| Text book/  Plying online games / online quizzes | Reading comprehension worksheet  Grammar and vocabulary worksheets | Lecture/ flipped class/ collaborative learning/  Problem-based learning | **Unit 1: Communicating**  **Getting Started**  **Skills:**  **Reading**  **Speaking and listening**  **Grammar:**  **Question forms**  **Vocabulary:**  **Common adjectives** | **2** |
| **Unit 1: Communicating**  **Reading and listening**  **Vocabulary: Adverbs**  **Grammar: Present continuous and present simple**  **Speaking** | **3** |
| **Unit 1: Communicating**  **Everyday English**  **Listening to different conversations**  **Writing**  **Writing a personal email**  **Correcting mistakes** | **4** |
| Text book/  You tube videos | Grammar quiz/  Writing sentences using given vocabulary items | Lecture/ flipped class/ collaborative learning | **Unit 2: Travel and Tourism**  **Getting Started**  **Reading and listening**  **Grammar**  **Past simple: positive, negative and questions**  **Vocabulary**  **tourism**  **Speaking** | **5** |
| **Unit 2: Travel and Tourism**  **Vocabulary: Travel Collocations**  **Listening**  **Grammar: past continuous**  **Reading and speaking** | **6** |
| **Unit 2: Travel and Tourism**  **Everyday English**  **listening**  **Writing**  **How to write a personal plog** | **7** |
| Text book/ videos and images / different websites | Vocabulary and grammar quiz/ | Lecture/ flipped class/ collaborative learning and group work | **Unit 3: Money**  **Getting started**  **Vocabulary**  **Money and shopping**  **Reading and speaking**  **Listening and speaking**  **Grammar: Revision of the grammar in unit 1** | **8** |
| **Unit 3: Money**  **Reading**  **Vocabulary**  **Make/ do/ give**  **Speaking** | **9** |
| **Unit 3:Money**  **Listening**  **Useful language**  **Speaking**  **Writing: How to write an update email.** | **10** |
|  | Reading comprehension quiz/ writing a paragraph | Lecture/ flipped class/ group work/ problem-based learning | **Unit 6: Problems and Advice**  **Vocabulary: verbs with dependent prepositions**  **Listening**  **Grammar: Imperative; should**  **reading**  **Speaking** | **11** |
| **Unit 6: Problems and Advice**  **Listening**  **Grammar: uses of to + infinitive**  **Vocabulary: -ed/-ing adjectives**  **Speaking and listening** | **12** |
| **Unit 6: Problems and Advice**  **Everyday English**  **Listening and speaking**  **Writing: write advice for a common problem**  **Notes about a dramatic event** | **13** |
|  | Worksheets | Lecture/ flipped class | **Revision** | **14** |
|  | Presentation |  | **Final Speaking Exam** | **15** |
|  |  |  | **Final Exam** | **16** |

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

**Course Contributing to Learner Skill Development**

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| --- |
| Using Technology |
| Using Moodle , Cambridge one platform ,YouTube, Different websites |
| Communication skills |
| Presentations about different topics and having discussions about varied subjects |
| Application of concepts learnt |
| Designing online advertisements, writing a story and designing videos |

**Assessment Methods and Grade Distribution**

|  |  |  |  |
| --- | --- | --- | --- |
| **Link to Course Outcomes** | **Assessment Time**  **(Week No.)** | **Grade Weight** | **Assessment Methods** |
| **K2,K3**  **S1,S2,S3,S6,C1, C2** | **Week seven and eight** | **30 %** | **Mid Term Exam** |
| **K2,K3،K1**  **S1,S2,S3,S4,S5,S6,C1, C2** | **All through the semester**  **Quizzes 10 points**  **Assignments 10 points**  **Speaking Quiz 5 points**  **Participation 5 points** | **30 %** | **Various Assessments \*** |
| **K2,K3**  **S1,S2,S3,S6,C1, C2** |  | **40 %** | **Final Exam** |
|  |  | **100%** | **Total** |

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

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

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| --- | --- | --- | --- |
| **Assessment Method\*\*** | **Learning Method\*** | **Outcomes** | **Number** |
| worksheet | Lectures/ flipped class/ group work/ problem-based learning | 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/ worksheets/  Presentations/  Mid and final exams/  Speaking exams | Lectures/ flipped class/ group work/ problem-based learning | Vocabulary  Expanding vocabulary required for communicating, meeting people, travelling problems, asking for information in a public place, talking about money and to people in shops, and using verbs dependent prepositions. | ***K2*** |
| Quizzes/ worksheets/  Presentations/  Mid and final exams/ | Lectures/ flipped class/ group work/ problem-based learning | Reading Comprehension  Reading English texts about meeting people for the first time and communicating, travel and tourism, money, problems, experiences and advice | ***K3*** |
| Quizzes/ worksheets/  Presentations/  Mid and final exams/  Speaking exams | Lectures/ flipped class/ group work/ problem-based learning | 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** |
| Quizzes/ worksheets/  Presentations/  Mid and final exams/  Speaking exams | Lectures/ flipped class/ group work/ problem-based learning | Speaking and Real Life Situations  Applying English in real-world tasks that are relevant to the other parts of the unit by:  1.Talking about past holidays, describe travel problems, experiences of generosity, spending and saving money.  2. Expressing opinions about travel and tourism.  3 . Greeting people, show interest in a person and end conversations.  4. Asking for information in a public place and giving advice on common problems.. | **S2** |
| Quizzes/ worksheets/  Presentations/  Mid and final exams/  Speaking exams | Lectures/ flipped class/ group work/ problem-based learning | Grammar  Using the grammatical roles in real life situations and producing grammatical, meaningful sentences.. | **S3** |
| Quizzes/ worksheets/  Presentations/  Mid and final exams/  Speaking exams | Lectures/ flipped class/ group work/ problem-based learning | Listening  Applying listening skills, listening for main ideas, listening for details, taking notes and other skills to answer questions about listening scripts. | **S4** |
| Quizzes/ worksheets/  Presentations/  Mid and final exams/  Speaking exams | Lectures/ flipped class/ group work/ problem-based learning | Watching Videos  Applying the skills of watching videos supported by BEFORE, WHILE and AFTER viewing activities. | **S5** |
| Quizzes/ worksheets/  Presentations/  Mid and final exams/  Speaking exams | Lectures/ flipped class/ group work/ problem-based learning | Writing  Practicing some writing skills, including the following:  1. Writing a personal email.  2. Writing a travel blog.  3. Writing an update email.  4. Writing a message giving advice. | **S6** |
| Quizzes/ worksheets/  Presentations/  Mid and final exams/  Speaking exams | Lectures/ flipped class/ group work/ problem-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  some situations.  4.Describing extreme experiences.  5.Using phrases to show they are changing their mind about something. | **C1** |
| Quizzes/ worksheets/  Presentations/  Mid and final exams/  Speaking exams | Lectures/ flipped class/ group work/ problem-based learning | Grammar  1. Focusing on selected grammatical rules necessary for promoting learners’ communicative level.  2. Presenting well organized and grammatical sentences and short paragraph of a variety of topics | **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**

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| --- | --- |
| **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**

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| --- | --- | --- | --- | --- |
| **Target Performance level** | **Assessment Method** | **Course Title** | **Learning Outcome** | **Number** |
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**Description of Program Learning Outcome Assessment Method**

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| **Detailed Description of Assessment** | **Number** |
| to evaluate the required minimal student knowledge and skills. Answers in the pass category represent the minimum acceptable standard. | **K** |
|  |  |
| to evaluate that the student has some basic knowledge of the key aspects of the lecture material and can attempt to solve familiar problems. | **S** |
|  |  |
| 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. | **C** |

**Assessment Rubric of the Program Learning Outcome**

**4 Skills Rubric**

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| --- | --- | --- | --- | --- | --- |
| **EXPECTATIONS** | **A(100%)** | **B(75%)** | **C(50%)** | **D(25%)** | **N(0%)** |
| **Speaking**  Speak and/or recite English when you are expected to do so | Speaking every time, you’re asked to speak | Speaking most every time you’re asked to | Some speaking | Very little speaking | No speaking |
| **Listening**  Listen to English when it is spoken; don’t wait for Arabic translations | Listening carefully | Listening with about 85% attention | Sort of listening | Barely listening | Not listening at all |
| **Reading**  Read text written in English; work hard to understand the text | Reading and working hard | Reading most of what you’re asked to | Reading with about 75% attention | Barely reading | Not reading |
| **Writing**  Write in English | Writing everything you’re asked to write | Writing most of what you’re asked to | Some writing | Very little writing | No writing |