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| **Approval date:** |  | **Philadelphia University** |
| **Issue:** | **Faculty** |
| **Credit hours 3** | **Department: Language center** |
| **Bachelor** | **Course Syllabus** | **Academic year 2021/2022** |

**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**

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| --- | --- | --- | --- | --- |
| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
| **rmohammed@philadelpia.edu.jo** |  |  | **Language center/ 1st floor** | **Dr. Rana Saeed** |

**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 will allow students to develop Basic English vocabulary and grammatical structures so that they can successfully communicate. Also, students will develop literary and analytical skills which will enable them to be successful in future courses. Emphasis is placed 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 adequate practice in scanning to find information from texts, guessing meaning from context, and critical thinking. English 99 stresses basic communication 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.

* **Custom Outcomes**

1. Acquainting students with words, phrases and expressions required for talking about health and describing medical problems, describing competitions and referring to their favorite sports, designing advertisements, talking about different types of transportation describing personal qualities and leisure activities as well as storytelling and narration,
2. Focusing on collocations, parts of speech, compound nouns, negative prefixes, prepositions for time expression and phrasal verbs.
3. Focusing on real-world tasks which will enrich the students’ abilities to use the English language in everyday situations and communicate freely.
4. Being familiar with the listening skills by listening to health experts, radio interviews, documentaries and conversations about varied topics.
5. Reading a variety of comprehension texts at the pre-intermediate level about real people and places, including National Geographic explorers. This will help the learners to master the main reading comprehension skills in addition to become familiar with some critical thinking skills that are considered to be very important for professional English. As a result, learners’ abilities will develop from understanding, to evaluating, and finally to creating their own texts in English.
6. Speaking about a variety of topics selected by instructors or students, relevant to the topics covered in the course, and preparing proper projects and presentations.
7. Introducing grammar deductively through reading passages and listening exercises and applying the grammatical rules through relevant practice.
8. Introducing some writing skills, such as using conjunctions and linking words, online advertisements, writing in note form and writing their own story.

**Course Learning Outcomes**

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| --- | --- | --- |
| **Corresponding Program outcomes** | **Outcomes** | **Number** |
| **Knowledge** | | |
|  | Visual Sources of Knowledge & Background Knowledge  Looking at compelling National Geographic images which open every unit, introduce the theme and enrich student’s knowledge about the topic. | **K1** |
| Vocabulary  Expanding vocabulary required for describing personal qualities, storytelling, and describing leisure activities, favorite sports and transportation through an exploration of relevant collocations, parts of speech, compound nouns, negative prefixes, prepositions for time expression and phrasal verbs.. | **K2** |
|  | Reading Comprehension  Reading English texts rich with information about real people places and National Geographic explorers, which helps create motivated and engaged readers. | **K3** |
| **Skills** | | |
|  | 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. | **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 supported by BEFORE, WHILE and AFTER viewing activities. | **S4** |
|  | Writing  Practicing some writing skills, including the following:  1. Using descriptive words  2. Using formal language  3. Using impersonal language  4. Writing in note form for writing a profile. | **S5** |
| **Competencies** | | |
|  | 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 free from mistakes. | **C2** |

**Learning Resources**

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| Dummett, P., Hughes, J and Stephenson, H. (2015), Life 3. Cengage Learning.  Dummett, P., Hughes, J and Stephenson, H. (2015), Life 3, Work Book. Cengage Learning. | Course textbook |
| Supplemental DVD-ROM with practice material | Supporting References |
| http://www.cengage.com http://ngl.cengage.com http://a4esl.org http://www.bbc.co.uk 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 subjects timetable**

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| --- | --- | --- | --- | --- |
| **Learning Material** | **Tasks** | **Learning Methods** | **Topic** | **Week** |
|  |  |  | **Orientation** | **1** |
| Text book/  Plying online games | Reading comprehension worksheet | Lecture/ flipped class/ collaborative learning/  Problem-based learning | **Unit 1: Health** | **2** |
| **Unit 1: Health** | **3** |
| **Unit 1: Health** | **4** |
| Text book/  You tube videos | Grammar quiz/  Writing sentences using given vocabulary items | Lecture/ flipped class/ collaborative learning | **Unit 2: Competitions** | **5** |
| **Unit 2: Competitions** | **6** |
| **Unit 2: Competitions** | **7** |
| Text book/ videos and images about strange vehicles and animal transportation | Vocabulary quiz/  Having a discussion about their favorite means of transportation | Lecture/ flipped class/ collaborative learning and group work | **Unit 3: Transportation** | **8** |
| **Unit 3: Transportation** | **9** |
| **Unit 3: Transportation** | **10** |
|  | Reading comprehension quiz/ writing a descriptive paragraph | Lecture/ flipped class/ group work/ problem-based learning | **Unit 4:Adventure** | **11** |
| **Unit 4:Adventure** | **12** |
| **Unit 4:Adventure** | **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 the Moodle, YouTube, Different websites |
| Communication skills |
| Presentations about different topics and having discussions about varied subjects |
| Application of concepts learnt |
| Designing online ads, writing a story and designing videos |

**Assessment Methods and Grade Distribution**

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| **Link to Course Outcomes** | **Assessment Time**  **(Week No.)** | **Grade Weight** | **Assessment Methods** |
|  |  | **30 %** | **Mid Term Exam** |
|  |  | **30 %** | **Various Assessments \*** |
|  |  | **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\*** | **Learning Outcomes** | **Number** |
| **Knowledge** | | | |
| In class assignment | Face to face lecture | Visual Sources of Knowledge  . | **K1** |
| Quizzes  Questions in the Mid-Term and Final Exams | Face to face  Lectures  Collaborative Learning | Vocabulary | **K2** |
| Multiple question  quizzes | Face to face lecture  Group-Discussions & Analyses | Reading Comprehension | **K3** |
| **Skills** | | | |
| In class assignment  Quizzes & Exams | Face to face lecture  Analyses | Reading Comprehension | **S1** |
| Videotaped assignments and Presentations | Collaborative Learning | Speaking and Real Life Situations | **S2** |
| Reports | Flipped Learning  Analyses and Applications | Listening | **S3** |
| Video  Reports | Flipped Learning  Analyses | Watching Videos | **S4** |
| Quizzes  Questions in Exams | Lectures  Collaborative Learning  Assignment-Based Learning | Writing | **S5** |
| **Competencies** | | | |
| Projects and Presentations | Project-based  learning | Critical Thinking | **C1** |
| Quizzes & Exams  Presentations | Lectures, Discussions, Collaborative Learning & Analyses | Communication Competencies | **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 an 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** |
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**Assessment Rubric of the Program Learning Outcome**

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