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| **Approval date:**  |  | **Philadelphia University** |
| **Issue:** | **Faculty** |
| **Credit hours 3** | **Department: Language center** |
| **Bachelor**  | **Course Syllabus** | **Academic year 2022/2023** |

**Course information**

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| **Prerequisite**  | **Course title** | **Course#** |
| **non** | **English Skills 99**  | **0130099** |
| **Room #** | **Class time** | **Course type** |
|  |  | [x]  University Requirement [ ]  Faculty Requirement [ ]  Major Requirement [ ]  Elective [ ]  Compulsory |

**Instructor Information**

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| **E-mail** | **Office Hours** | **Phone No.** | **Office No.** | **Name** |
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**Course Delivery Method**

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| **Course Delivery Method** |
| [ ]  **Physical** [ ]  **Online** [x]  **Blended** |
| **Learning Model** |
| **Physical** | **Asynchronous** | **Synchronous** | **Precentage**  |
| **70%** | **30%** |  |

**Course Description**

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| This course allows students to develop Basic English vocabulary and grammatical structures necessary for successful communication. Furthermore, students can develop literary and analytical skills that could enable them to succeed in the higher 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.**يمهد هذا المساق الطريق للطلاب إلى تطوير التراكيب اللغوية و القواعدية الأساسية التي يحتاجونها للتخاطب السليم. إضافة إلى ذلك ، يساعدهم على تطوير المهارات اللغوية و التحليلية التي سوف يكون لها الأثر الكبير في النجاح في مواد اللغة الإنجليزية الاخرى الاعلى من حيث المستوى.****يركز هذا المساق على استخدام أسلوب متكامل في عرض المهارات اللغوية الأربعة التي يحتاجها الطالب و هي القراءة والكتابة و الاستمتاع و المحادثة من خلال عرض نصوص متنوعة للقراءة وتدريب الطلاب على فهم المعنى و التفكير الناقد.** **يركز هذا المساق على أن يستطيع الطالب كتابة جمل و فقرات صغيرة سليمة من حيث المعنى و التركيب وهو لا يعد مساقا سابقا لغيره.** |

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| **Course** **Title****Remedial English** | **Course** **Number****0130099**  | **Field** **of Knowledge****Language Communication** | **Custom Outcomes** **Vocabulary** * **Acquainting students with words, phrases and expressions required for talking about health and describing medical problems, describing competitions and referring to their favorite sports. Etc.**
* **Focusing on collocations, parts of speech, compound nouns, negative prefixes, prepositions for time expression and phrasal verbs.**
* **Focusing on real-world tasks which will enrich the students’ abilities to use the English language in everyday situations and communicate freely.**

**Reading Comprehension****. 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.****. Introducing grammar deductively through reading passages and listening exercises and applying the grammatical rules through relevant practice****Critical Thinking** **Critical thinking skills are important for students for it helps them to read between the lines, express themselves and understand the different topics. (S1)****Listening****Being familiar with the listening skills by listening to health experts, radio interviews, documentaries and conversations about varied topics (S2)****Writing** **Introducing some writing skills, such as using conjunctions and linking words so that they can write simple online advertisements, writing in note form and writing about themselves. (S3)** **Speaking****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** | **نتاجات التّعلّم** **المفردات و التّراكيب*** **تعريف الطلاب بالمصطلحات والتركيب اللازمة للتعبير عن مواضيع مختلفة مثل الصحة والمنافسات و الرياضات المفضلة و غيرها من المواضيع.**
* **التركيز على بعض التراكيب اللغوية اللازمة للتعبير السليم.**
* **التركيز على اللغة الإنجليزية المستخدمة في الحياة اليومية و اعطاء الطلاب أمثلة واقعية تساعدهم على استخدام اللغة بالشكل السليم.**

..**قراءة النّصوص*** **قراءة نصوص متنوعة عن أشخاص و اماكن حقيقيين مثل مستكشفو ناشونال جيوغرافيك مما يعزز قدرة الطالب على اتفاق مهارتي الفهم والاستيعاب و التفكير الناقد اللازمتان لإتقان اللغة.**
* **تقديم قواعد اللغة من خلال نصوص القراءة المتنوعة وتمارين الاستماع و تطبيقها عمليا من خلال التمارين الموجودة في الكتاب.**

**التّفكير النّاقد*** **مهارات التفكير الناقد ضرورية لأنها تساعد الطالب على القراءة ما بين السطور و فهم ما هو مطلوب منه.**

**الاستماع*** **أن يكتسب الطالب بعض مهارات الاستماع وذلك من خلال الاستماع الى نصوص متنوعة عن مواضيع مختلفة مثل الاستمتاع إلى بعض خبراء الصحة أو بعض المقابلات و غيرها.**

**الكتابة** **الكتابة*** **عرض بعض مهارات الكتابة مثل استخدام أدوات الربط و غيرها و ذلك لتمكين الطالب من الكتابة في بعض المواضيع مثل الاعلانات او أن يكتب فقرة صغيرة يعبر فيها عن نفسه.**

**التّحدّث*** **التحدث في المواضيع التي يختارها المدرس أو يطرحها الكتاب إضافة إلى تجهيز المشاريع والعروض التقديمية حول المواضيع المتنوعة.**

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* **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**

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| --- | --- | --- |
| **Corresponding Program outcomes**  | **Outcomes** | **Number** |
| **Knowledge**  |
|  | Visual Sources of Knowledge & Background KnowledgeLooking 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 VideosApplying 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 words2. 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 CompetenciesBecoming 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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| --- | --- |
| Doff, A, Thain, C, Puchta, H, Stranks, and Lewis-Jones, P. (2022), Empower Second Edition. Cambridge University Press. | Course textbook |
| Supplemental EBook with audio and video activation code. | Supporting References |
| <http://www.cambridge.org/empower>http://www.cambridgeone.orghttp://a4esl.orghttp://www.bbc.co.ukhttp://www.dictionary.cambridge.org<http://www.esun.edu/>~hcedu013/eslplans.html ESL Lesson plans | Supporting websites  |
| [x] **Classroom** [x]  **laboratory** [x] **Learning platform** [ ] **Other**  | Teaching Environment  |

**Meetings and subjects timetable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Material**  | **Tasks**  | **Learning Methods** | **Topic** | **Week** |
|  |  |  | **Orientation** | **1** |
| Text book/ebookPlying online games  | Reading comprehension/communicating/ Grammar (present verbs)/Useful vocabulary/Writing sentences and personal questions | Lecture/ flipped class/ collaborative learning/Problem-based learning/ Blended learning | **Unit 1: Communicating**  | **2** |
| **Unit 1: Communicating** | **3** |
| **Unit 1: Communicating** | **4** |
| Text book/You tube videos | Grammar (past verbs)/ Writing sentences using linking words/Useful vocabulary/Reading comprehension | Lecture/ flipped class/ collaborative learning/ Blended learning | **Unit 2: Travel and tourism** | **5** |
| **Unit 2: Travel and tourism** | **6** |
| **Unit 2: Travel and tourism** | **7** |
| Text book/ videos /ebook/ online exercises/ audio  | Vocabulary about money / Communicating/ grammar (verb tenses/ Reading comprehension/ writing  | Lecture/ flipped class/ collaborative learning and group work/ Blended learning  | **Unit 3: Money** | **8** |
| **Unit 3: Money** | **9** |
| **Unit 3: Money** | **10** |
| Text book/ videos /ebook/ online exercises/ audio | Reading comprehension quiz/ writing a descriptive paragraphworksheets | Lecture/ flipped class/ group work/ problem-based learningLecture/ Blended learning | **Unit 4:Sicial life** | **11** |
| **Unit 4:Social life** | **12** |
| **Unit 4:Social life****Unit 4: Social life** | **13** |
| **14** |
|  |  |  | **Revision** | **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, Cambridge.org, Different websites |
| Communication skills  |
| Presentations about different topics and having discussions about varied subjects |
| Application of concepts learnt |
| Designing personal profiles, writing about themselves and designing blogs |

**Assessment Methods and Grade Distribution**

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| --- | --- | --- | --- |
| **Link to Course Outcomes** | **Assessment Time****(Week No.)** | **Grade Weight** | **Assessment Methods** |
| **K1,K2,K3** | **Seventh week** | **30 %** | **Mid Term Exam** |
| **K2****K,S1****K1,K3,K4****C1** | **All semester****Discussion question (5 points)****Quizzes (10 points)****Homework (10 points****Presentation (5 points)** | **30 %** | **Various Assessments \*** |
| **K1,K2,K3,K4** | **Sixteenth week** | **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 questionquizzes | Face to face lecture Group-Discussions & Analyses |  Reading Comprehension  | **K3** |
|  **Skills**  |
| In class assignmentQuizzes & Exams | Face to face lectureAnalyses | Reading Comprehension  | **S1** |
| Videotaped assignments and Presentations | Collaborative Learning  | Speaking and Real Life Situations  | **S2** |
| Reports | Flipped LearningAnalyses and Applications  | Listening  | **S3** |
| VideoReports | Flipped Learning Analyses |  Watching Videos | **S4** |
| QuizzesQuestions in Exams | LecturesCollaborative LearningAssignment-Based Learning | Writing  | **S5** |
|  **Competencies** |
| Projects and Presentations | Project-basedlearning  | Critical Thinking  | **C1** |
| Quizzes & ExamsPresentations | 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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