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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** |
| [**nshunnaq@Philadelphia.ed.jo**](mailto:nshunnaq@Philadelphia.ed.jo)  [**nourzsh@yahoo.com**](mailto:nourzsh@yahoo.com) | **11 -12Sat /Mon** | **2411** |  | **Noor Ziyad Shunnaq** |

**Course Delivery Method**

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

**Course Description**

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| --- |
| The aim of this course is to develop student's ability and accuracy in the use of professional English. It works on developing students' English verbal skills by putting emphasis on listening skills, speaking skills as well as a variety of non-verbal skills. The course adopts both theoretical and practical methods and centralizes comprehension skills, including reading, writing and speaking skills. Furthermore, Students practice job interviews, writing resumes, role plays, , dialogue, persuasion and narration. They also practice formal correspondence and presentations. These objectives are achieved by encouraging teamwork, teaching critical thinking skills and engaging students into discussions and debates. |

**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.

1. Demonstrating the ability to deal with all positive and negative attitudes and behaviors in a professional manner and with social intelligence.
2. 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. Preparing resumes in Arabic and English in a professional manner.

8. Making a positive impression during personal and professional interviews.

9. Working with other staff members at workplace efficiently and effectively

10. Showing respect while negotiating and dealing with others.

**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 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** |
| Reading Comprehension  Reading English texts rich with information about real people and places, which helps create 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. 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** |
| 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. Writing an article about living without technological device  2. Writing an article that describes data  3. writing guidelines for a leaflet  4. 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 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 EBook 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 subjects timetable**

**Second semester 2023-2024 /English Skills 1 (0116107)**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Material** | **Tasks** | **Page number** | **Topic** | **Week** |
|  |  |  | Orientation  Drop and Add | **1** |
| **Course book** |  | **7+8+9** | **Unite 1 : Outstanding people**  Getting started a+ b  1A: She Is An Inspiring Woman: Reading Exercises a+ b+ c +d+ e | **2** |
| **Audio**  **Course book** | **Page 10**  **Vocabulary Exercise d** | **10**  **11** | 3 Listening : a+ b + c  Vocabulary: character adjectives a  5 Speaking a+b  1B: Are You finding It Difficult?  1 Speaking and Listening a +b + c + d + e +f | **3** |
| **Audio**  **Course book**  **Video** | **Page 12 Vocabulary Exercise b** | **12**  **13**  **14** | 2 Vocabulary Trying and succeeding a + b + c +d  3 Reading a+ b+ c+ d  5 Speaking a+b  1C Everyday English Don't touch the food!  1 Listening a + b+ c + d + e | **4** |
| **Audio**  **Course book** | **Page 17**  **4 Writing : Writing an article**  **Check your progress**  **Page 18**  **3Word Power make : C** | **15**  **16**  **17**  **18** | 4 Listening a + b+ c+ d + e  6 Speaking a+ b+ c  1D Skills for writing 1 Speaking and Listening a +b + c+ d + e +f  2 Reading a +b + c  3 Writing Skills a + b +c +d + e + f  Unit 1 Review and extension 2 Vocabulary a+ b  3Word Power : make a+ b+ d | **5** |
| **Audio**  **Course book** |  | **19**  **20**  **21**  **22**  **23+24** | Unit 2 : Survival  Getting started a+ b  2A: It was getting late and I was lost 1listening : a+ b +c  2 Vocabulary : Expressions with get a + b  3Reading a+ b+ c  5 Speaking a+ b  2B If it runs towards you, don't run away 1Reading a+ b +c+ d +e +f | **6** |
| **Audio**  **Course book**  **Video** | **Page 25**  **Exercise f**  **Check your progress** | **25**  **26**  **27** | 3 Listening and vocabulary Animals and the environment a+ b +c + d  + e + g  4Speaking a+ b + c  2C Everyday English What a great shot! 1 Listening a+ b + c + d  2 Conversation Skills a + b + c + d + e  4 Listening a + b+ c + d  5 Useful Language a+ b +c + d+ e  6 Speaking a+ b | **7** |
|  |  |  | T**he Mid Exam ( 16/4 – 30/4**) | **8** |
| **Course book** | **Page 29**  **4writing : b Write a leaflet** | **28**  **29**  **30** | 2D Skills for Writing Make sure you know where you're going  1Speaking and Listening a+ b + c+ d+ e +f +g  2Reading a+ b + c  3 Writing Skills Organizing guidelines in a leaflet a+ b + c  4 Writing a +c + d  Unit 2 Review and extension | **9** |
| **Course book**  **Audio** |  | **31**  **32**  **33**  **34** | **Unit 3 : Talent**  Getting started a + b  **3A: I'm not very good in the morning** Listening a + b  2 Reading a + b + c + d  3Vocabulary a + b + c + d + e  4Listening a + b + c  6 Speaking a + b + c | **10** |
| **Course book**  **Audio** |  | **35**  **36**  **37** | **3 B There are a lot of good runners in Kenya**  **1Reading**  a + b + c + d + e + f  2 Vocabulary words connected with Sport a + b  3 Listening a + b + c + d  5 Reading and Speaking a + b + c | **11** |
| **Course book**  **Audio**  **Video** | **Page 39**  **Useful language**  **Exercise d**  **Check your progress test**  **Page 41**  **4Writing**  **Writing an article** | **38**  **39**  **40**  **41**  **42** | **3C Everyday English Who should we invite?**  1Listening a+ b + c+ d +e + f +g  2 Conversation Skills a+ b+ c+ d  4 Listening a + b  5 Useful language Making careful suggestions a+ b+ c  6Speaking a + b  3D Skills for writing It doesn't matter what sport people choose  1Speaking and listening a + b + c + d + e  2Reading a + b + c  3 Writing Skills a + b + c + d + e  Unit 3 : Review and extension | **12** |
| **Course book**  **Audio** | **Page 55** | **55**  **56**  **57**  **58** | **Unit 5 Chance**  Getting started a+ b  5A You could live to be a Hundred  1Speaking a+ b +c +d+ e  2Reading a + b+ c  3Vocabulary a + b + c  4 Listening a+ b + c  6 Speaking a + b+ c | **13** |
| **Course book**  **Audio** | Check your progress | **59**  **60**  **61**  **61**  **62**  **62**  **63** | **5B I'll be settling into my accommodation**  1 Reading a+ b + c + d  E+ f+ g+ h  2Vocabulary a+ b + c  3Listening a+ b  5 Speaking a + b  5C Every day English Speaking and listening a + b + c  3Useful language a + b + c + d + e  5 Listening  6 Conversational Skills a+ b + c + d + e | **14** |
| **Course book**  **Audio** | **Page 65**  **Write an essay** | **64**  **65**  **65**  **66** | 5D Skills for Writing We need to change the way we live  1Speaking and Listening a+ b + c + d  2Reading a + b  3Writing Skills a+b + c  4 Writing a  **Unit 5 Review and extension** | **15** |
|  |  |  | **Final Exam** | **16** |

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

**Course Contributing to Learner Skill Development**

|  |
| --- |
| Using Technology |
| Using teams, YouTube, Cambridge platform, various websites |
| Communication skills |
| Presentations  Making discussions |
| Application of concepts learnt |
| Organizing an article, Organizing guidelines in a leaflet, writing describing data and Job application |

**Assessment Methods and Grade Distribution**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Link to Course Outcomes** | **Assessment Time**  **(Week No.)** | **Grade Weight** | **Assessment Methods** | |
| **K2, k3**  **S1,S2, S3,C1,C2** | **Week Seven and Eight** | **30 %** | **Mid Term Exam** |
| **K1,K2, K3, S1, S2,S3,S4,S5,C1,C2** | **All through the semester**  **Quizzes 10points**  **Assignment(s) 5 points**  **Speaking Quiz 10 points**  **Participation 5 points** | **30 %** | **Various Assessments \*** |
| **K1,k2,k3**  **S1,S2,S3,S4,S5**  **C1,C2** | **Week Sixteen** | **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**

|  |  |  |  |
| --- | --- | --- | --- |
| **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, including the following:  1. Writing an article about living without technological device  2. Writing an article that describes data  3. writing guidelines for a leaflet  4. writing an argument for and against an idea. | **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**

**Description of Program Learning Outcome Assessment Method**

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

**Mid-Term Exam (WH questions and Multiple Choice Questions)**

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

**Final Exam(WH questions and Multiple choice questions)**

The final exam contains 20, 30 or40 questions, totaling 4**0** marks.

**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, Real life)**

**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**

