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

**Course information**

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| --- | --- | --- |
| **Prerequisite**  | **Course title** | **Course#** |
| **English 99** | **English Communication Skills 1****English 107** | **0130107** |
| **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** |
| **nshunnaq@Philadelphia.ed.jo** | **11-12** |  |  | **Noor Ziyad Shunnaq** |

**Course Delivery Method**

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| **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.

 **Custom outcomes**

1. Acquainting students with words, phrases and expressions required for work , job satisfaction, and job interviews, describing the history of writing and saving languages, describing travel and adventure vacations, describing the classification of animals , extreme weather, society and economics.

2. Focusing on collocations, phrasal verbs and word-building in addition to developing the skill of forming words from other words.

3. Speaking English free from mistakes and using functional English in a variety of formal and informal situations, such as answering questions in a job interview, describing a process, answering direct and indirect questions and getting around a new place or touristic attraction, and finding a solution to a natural problem.

4. Being familiar with listening skills by listening to a documentary about working as a photographer and to an interview with an engineer, a radio documentary about learning , conversations about problems while on vacations, interview with a National Geographic tour guide and a documentary about a tour guide.

5. Reading a variety of comprehension texts at the intermediate level and mastering reading comprehension skills.

6. Becoming familiar with some critical thinking skills important for professional English, such as writing a resume, a formal letter a press release.

7. 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.

8. Introducing text types and focusing on formal language used in business writing.

9. Introducing some writing skills, such as using action verbs, providing the correct information , using formal expressions, and using bullet points.

10. Being able to write a resume, a formal letter, and a press release.

**Course Learning Outcomes**

|  |  |  |
| --- | --- | --- |
| **Corresponding Program outcomes**  | **Outcomes** | **Number** |
| **Knowledge**  |
| **K2** | 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** |
| **K4** | Vocabulary Expanding vocabulary required for work and job satisfaction, reviewing books and movies, describing a process of education, describing travel and vacations as well as classifying animals and talking about weather, society and economics, through an exploration of relevant prefixes, suffixes, collocations, parts of speech, compound nouns, and phrasal verbs. | **K2** |
| **K4** |  Reading Comprehension Reading English texts rich with information about real people and places, which helps create motivated and engaged readers.  | **K3**  |
|  **skills** |
| **S2** | 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 adjectives2. Using formal expressions 3. Using connecting words, topic, and supporting sentences 4. Using bulling points | **S5** |
| **Competencies** |
| **C1** | 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**

|  |  |
| --- | --- |
| Dummett P., Hughes, J. and Stephenson, H. (2015), *Life* level 3 Student’s book, National Geographic Learning/ Cengage Learning. USADummett P., Hughes, J. and Stephenson, H. (2015), *Life* level 3 workbook, National Geographic Learning/ Cengage Learning. USA | Course textbook |
| * support work sheet, web sites and online dictionary.
 | Supporting References |
| * Visit National Geographic Learning on line at ***NGL***.***Cengage***.***com***
* Audio CDs-videos – corporate web site at ***www***.***cengage*** .***com***
 | Supporting websites  |
| **☐Classroom ☐** **laboratory ☐Learning platform ☐Other**  | Teaching Environment  |

**Meetings and subjects timetable**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Learning Material**  | **Tasks**  | **Learning Methods** | **Topic** | **Week** |
|  |  |  | OrientationDrop and Add  | **1** |
| **Course book** |  |  | Unite 9: Language and learningVocabulary Exercises 1+2+39a: Ways of learning: Vocabulary Exercises 1+2+3Listening 4+5+6Speaking Exercise 10 | **2** |
|  | **Homework** |  | 9b: The history of writing: Reading 1+2Grammar : past passive voice | **3** |
| **Audios/****Videos** |  |  | 9c: Saving languages: Reading Exercises 1+2+3Vocabulary phrasal verbs 4+5Critical thinking Exercises 7+8Speaking 99d: Enrolling in a course : Reading and speaking: 1Real life 2+3+4+5 | **4** |
|  | **Write your CV** |  | 9e: Providing information : Writing filling out a form 1+2+3+4+59f: Disappearing voices | **5** |
|  |  |  | Unit 10: Travel and vacationsVocabulary exercises 1+2+3+4P. 117 Exercises 1+2+3+4P. 118 Exercises 1+2+3+4Grammar Past Perfect Exercises 5+6Listening Exercise 6+7Speaking 11+12 | **6** |
| **Watching a video** |  |  | 10b: Adventure vacations: P. 120 Exercises 1+2+3Listening 4+5+6P. 121 Grammar – ed/-ing adjectivesSpeaking Exercise11 | **7** |
|  |  |  | 10c: A tour under Paris: P. 122+123Exercises Reading 1+2+3+4+5 Exercises Vocabulary 6+7+8Speaking and writing exercises 9+1010d: At tourist information P. 124 Exercises 1+2+3+4+6 | **8** |
|  | Fill out different forms |  | 10e : Requesting information P. 125 Writing a formal letter Exercises 1+2+3+4+510f: Living in Venice: P. 127 Exercises 1+2+3+4+5 | **9** |
|  |  |  | Unit 12: NatureVocabulary exercises 1+2+3 p.14112b: The power of natureVocabulary and reading :extreme weather: 1+2+3+4+5+6Speaking: 11 p.145 | **10** |
|  |  |  |  | **11** |
|  |  |  | 12c: Changing GreenlandReading 1+2+3+4Critical thinking 5 Vocabulary 6 Grammar 8Speaking 9+10 | **12** |
|  |  |  | 12d: Saving the zoo Speaking and reading: 1+2Real life: 3,4,5 +612e: Good newsWriting a press release 1,2,3,4,5+612f: Cambodia Animal Rescue | **13**  |
| Watching a video | Write a formal letter |  | Unit 7: WorkVocabulary **:** Exercises 1+2+3 p. 817a: X-ray photographerListening Exercises 1+2+3+4Vocabulary Exercise 5 Reading 6Grammar Prepositions of place and movementSpeaking Exercise 107b: The cost of new jobs: P.84 Exercises 1-2Grammar Present Perfect Exercises 3+4+5 | **14** |
|  |  |  | 7c: Twenty-first century cowboys**:** Vocabulary Exercises 1+2Reading 3+4+5+6+7Critical thinking Exercise 97d: A job interviewVocabulary job listing Exercises 1+2Real life Exercises 3+4+5+67e Applying for a job: Writing a resume Exercises 1+2+3+47f: Butler school | **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  |
| Getting information from the InternetMaking videos Answering exercisesPlaying games |
| Communication skills  |
| Presentations |
| Application of concepts learnt |
| Preparing a video as a project Writing a CVAnswering questions in a job interview |

**Assessment Methods and Grade Distribution**

|  |  |  |  |
| --- | --- | --- | --- |
| **Link to Course Outcomes** | **Assessment Time****(Week No.)** | **Grade Weight** | **Assessment Methods** |
| **K1,K2, k3** |  | **30 %** | **Mid Term Exam****(4-15/12/2022)** |
| **S1, C1** | **All through the semester**  | **30 %** | **Various Assessments \*** |
| **K1,k2,k3****S1,S2,S3,S4,S5****C1,C2** |  | **40 %** | **Final Exam****(5-13/2/2022)** |
|  |  | **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 .  | **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 assignment**Quizzes & 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 | 1. Lectures
2. Collaborative Learning

Assignment-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**

|  |  |
| --- | --- |
|  **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**  |
| Becoming advanced adult learners of the English language  | Paper-Based Exams & QuizzesProjects, presentations and reports  | English Communication Skills  | After studying Remedial English, and 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 (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 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**

