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| Philadelphia University |  PHILADELPHIA UNIVERSITY <small>THE WAY TO THE FUTURE</small> | Approval date: |
| Faculty | | Issue: |
| Department | | Credit hours |
| Academic year 2021/2022 | | Bachelor |

Course information

| Course# | Course title | Prerequisite |
|--|---|-----------------------|
| 0130107 | English Communication Skills 1 English 107 | English 99 |
| Course type <input checked="" type="checkbox"/> University Requirement <input type="checkbox"/> Faculty Requirement <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Compulsory | | Class time |
| | | Room # |

Instructor Information

| Name | Office No. | Phone No. | Office Hours | E-mail |
|--------------------|------------|-----------|--------------|-----------------------------|
| Noor Ziyad Shunnaq | | | 11-12 | nshunnaq@Philadelphia.ed.jo |

Course Delivery Method

| Course Delivery Method | | | |
|------------------------|--|---------------------------------|----------------------------------|
| | <input checked="" type="checkbox"/> Physical | <input type="checkbox"/> Online | <input type="checkbox"/> Blended |
| Learning Model | | | |
| Percentage | Synchronous | Asynchronous | Physical |
| | 0% | 0% | 100% |

Course Description

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.
3. Demonstrating the ability to deal with all positive and negative attitudes and behaviors in a professional manner and with social intelligence.
4. 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

| Number | Outcomes | Corresponding Program outcomes |
|------------------|--|--------------------------------|
| Knowledge | | |
| K1 | Visual Sources of Knowledge Looking at compelling National Geographic images which open every unit, introduce the theme and enrich student's knowledge about the topic. | K2 |
| K2 | 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. | K4 |
| K3 | Reading Comprehension Reading English texts rich with information about real people and places, which helps create motivated and engaged readers. | K4 |
| K4 | Critical Thinking Introducing critical thinking skills important for professional English, such determining the author's opinion, distinguishing between facts and opinions, reading between the lines and, close reading. | |

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| K5 | Speaking and Real-Life Situations Becoming familiar with functional English used in daily life, both in formal and informal situations. | |
| K6 | Listening Listening activities develop students' verbal knowledge of English. | |
| K7 | Watching Videos Being engaged into exciting videos and providing an opportunity to synthesize related topics between the unit and the clip. | |
| K8 | Writing Identify basics of writing, building knowledge about text types, writing a well- organized paragraph, writing a good CV, filling out a form, and writing a biography. | K4 |
| Skills | | |
| S1 | Visual Skills Using pictures and images to develop visual literacy skills and promote critical thinking naturally. | S2 |
| S2 | Vocabulary Using prefixes and suffixes to coin new words and combining appropriate words in order to create correct collocations. | |
| S3 | 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. | |
| S4 | Critical Thinking Applying critical thinking skills through explicit activities and making evaluations. | |
| S5 | Speaking and Real-Life Situations Applying English in real-world tasks that are relevant to the other parts of the unit. | |
| S6 | Listening Applying listening skills, listening for main ideas, listening for details, taking notes and other skills to answer questions about listening scripts. | |
| S7 | Watching Videos Applying the skills of watching videos supported by BEFORE, WHILE and AFTER viewing activities. | |

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| S8 | Writing Practicing some writing skills, including the following: <ol style="list-style-type: none"> 1. Using descriptive adjectives 2. Using formal expressions 3. Using connecting words, topic, and supporting sentences 4. Using bullet points | |
| Competencies | | |
| C1 | Competencies Related to Visuals <ol style="list-style-type: none"> 1. Evaluating and expressing opinion about pictures and visuals presented in different sources. 2. Preparing presentations rich with images, pictures, charts and visuals from a variety of technological and paper-based sources. | C1 |
| C2 | Vocabulary Using words, expressions and idioms appropriate for a certain situation in professional and personal life. | |
| C3 | Reading Comprehension Introducing text types and focusing on formal language used in academic essays, formal texts and journal articles. Insinuating authentic knowledge provided by the textbook's rich readings within consciousness and using it when necessary to persuade others, ask questions and develop proper dialogues using correct English. | |
| C4 | Critical Thinking <ol style="list-style-type: none"> 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. | |
| C5 | Speaking and Real-Life Situations <ol style="list-style-type: none"> 1. Being able to use functional English in appropriate contexts. 2. Preparing well-designed professional presentations. 3. Showing respect while negotiating and dealing with others. 4. 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. | |

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| C6 | Listening <ol style="list-style-type: none"> 1. Introducing the fundamentals of effective communication skills in a variety of contexts, including 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. Being able to listen, understand and react to English native speakers. | |
| C7 | Watching Videos <ol style="list-style-type: none"> 1. Watching, understanding and reacting to films and documentaries displayed in English. | |
| C8 | Writing <ol style="list-style-type: none"> 1. Mastering powerful self-promotion in professional situations and being able to search for appropriate job opportunities and produce well-written formal correspondence. 2. Identifying topic sentences 3. Analyzing paragraphs elements 4. Evaluating good and bad paragraphs 5. Writing a resume and a biography 6. Analyzing job interviews and conversations. | |

Learning Resources

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| Course textbook | <p>Dummett P., Hughes, J. and Stephenson, H. (2015), <i>Life</i> level 3 Student's book, National Geographic Learning/ Cengage Learning. USA</p> <p>Dummett P., Hughes, J. and Stephenson, H. (2015), <i>Life</i> level 3 workbook, National Geographic Learning/ Cengage Learning. USA</p> |
| Supporting References | <ul style="list-style-type: none"> • support work sheet, web sites and online dictionary. |
| Supporting websites | <ul style="list-style-type: none"> • Visit National Geographic Learning on line at <i>NGL.Cengage.com</i> • Audio CDs-videos – corporate web site at <i>www.cengage .com</i> |



Meetings and subjects timetable

| W e e k | Topic | Learning Methods | Tasks | Learning Material |
|------------------|--|---------------------|------------------|----------------------|
| 1 | Orientation Drop and Add | | | |
| 2 | Unit 7: Work 7a: X-ray photographer: Exercises 1+2+3 p. 81 Listening Exercises 1+2+3+4 Vocabulary Exercise 5 Reading 6 Grammar Prepositions of place and movement Speaking Exercise 10 7b: The cost of new jobs: P.84 Exercises 1-2 Grammar Present Perfect Exercises 3+4+5 | | | Course book |
| 3 | 7c: Twenty-first century cowboys: Vocabulary Exercises 1+2 Reading 3+4+5+6+7 Critical thinking Exercise 9 | | Homework | |
| 4 | 7d: A job interview Vocabulary job listing Exercises 1+2 Real life Exercises 3+4+5+6 | | | Audios/ Videos |
| 5 | 7e: 7e Applying for a job: Writing a resume Exercises 1+2+3+4 7f: Butler school | | Write your CV | |
| 6 | Unit 9: Language and learning Vocabulary Exercises 1+2+3 | | | |

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| | <p>Ways of learning: Vocabulary Exercises 1+2+3</p> <p>Listening 4+5+6</p> <p>Speaking Exercise 10</p> | | | |
| 7 | <p>9b: The history of writing: Reading 1+2</p> <p>Grammar: past passive voice</p> | | | Watching a video |
| 8 | <p>9c: Saving languages: Reading Exercises 1+2+3</p> <p>Vocabulary phrasal verbs 4+5</p> <p>Critical thinking Exercises 7+8</p> <p>Speaking 9</p> <p>9d: Enrolling in a course: Reading and speaking: 1</p> <p>Real life 2+3+4+5</p> | | | |
| 9 | <p>9e: Providing information: Writing filling out a form 1+2+3+4+5</p> <p>9f: Disappearing voices</p> | | Fill out different forms | |
| 10 | <p>Unit 10: Travel and vacations</p> <p>Vocabulary exercises 1+2+3+4</p> <p>P. 117 Exercises 1+2+3+4</p> <p>P. 118 Exercises 1+2+3+4</p> <p>Grammar Past Perfect Exercises 5+6</p> <p>Listening Exercise 6+7</p> <p>Speaking 11+12</p> | | | |
| 11 | <p>10b: Adventure vacations:</p> <p>P. 120 Exercises 1+2+3</p> <p>Listening 4+5+6</p> <p>P. 121 Grammar – ed/-ing adjectives</p> <p>Speaking Exercise 11</p> | | | |
| 12 | <p>10c: A tour under Paris: P. 122+123</p> <p>Exercises Reading 1+2+3+4+5</p> <p>Exercises Vocabulary 6+7+8</p> <p>Speaking and writing exercises 9+10</p> <p>10d: At tourist information P. 124 Exercises 1+2+3+4+6</p> | | | |
| 13 | 10e : Requesting information P. 125 | | Write a formal letter | Watching a video |

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| | Writing a formal letter Exercises 1+2+3+4+5 10f: Living in Venice: P. 127 Exercises 1+2+3+4+5 | | | |
| 14 | Unit 12: Nature Vocabulary exercises 1+2+3 p.141 12b: The power of nature Vocabulary and reading: extreme weather: 1+2+3+4+5+6 Speaking: 11 p.145 | | | |
| 15 | 12c: Changing Greenland Reading 1+2+3+4 Critical thinking 5 Vocabulary 6 Grammar 8 Speaking 9+10 | | | |
| 16 | Final Exam | | | |

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

Course Contributing to Learner Skill Development

| Using Technology |
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| Getting information from the net Making videos Answering exercises Playing games |
| Communication skills |
| Presentations |
| Application of concepts learnt |
| Preparing a video as a project Writing a CV Answering questions in a job interview |

Assessment Methods and Grade Distribution

| Assessment Methods | Grade Weight | Assessment Time (Week No.) | Link to Course Outcomes |
|--------------------|--------------|----------------------------|-------------------------|
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|------------------------------|-------------|--------------------------------|-------------------|
| Mid Term Exam | 30 % | | K1, K2, k4 |
| Various Assessments * | 30 % | | S1, C1 |
| Final Exam | 40 % | 29/1/2022- 5/2/2022 | |
| Total | 100% | | |

* 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

| Number | Learning Outcomes | Learning Method* | Assessment Method** |
|------------------|--|--|----------------------------|
| Knowledge | | | |
| K1 | Visual Sources of Knowledge Looking at compelling National Geographic images which open every unit, introduce the theme and enrich student's knowledge about the topic. | Face to face lecture | In class assignment |
| K2 | 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. | Face to face | Report |
| K3 | Reading Comprehension Reading English texts rich with information about real people and places, which helps create motivated and engaged readers. | Face to face lecture | Multiple question quizzes |
| K4 | Critical Thinking Introducing critical thinking skills important for professional English, such determining the author's opinion, distinguishing between facts and opinions, reading between the lines and, close reading. | Discussion- problem solving based learning | |
| K5 | Speaking and Real-Life Situations Becoming familiar with functional English used in daily life, both in formal and informal situations. | Discussion | Project |
| K6 | Listening Listening activities develop students' verbal knowledge of English. | Face to face lecture | |
| K7 | Watching Videos Being engaged into exciting videos and providing an opportunity to synthesize related topics between the unit and the clip. | Face to face lecture | |

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| K8 | Writing Identify basics of writing, building knowledge about text types, writing a well- organized paragraph, writing a good CV, filling out a form, and writing a biography. | Face to face lecture problem solving based learning | |
| Skills | | | |
| S1 | Visual Skills Using pictures and images to develop visual literacy skills and promote critical thinking naturally. | Face to face lecture | |
| S2 | Vocabulary Using prefixes and suffixes to coin new words and combining appropriate words in order to create correct collocations. | project | |
| S3 | 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. | Face to face lecture | In class assignment |
| S4 | Critical Thinking Applying critical thinking skills through explicit activities and making evaluations. | Face to face lecture | In class assignment |
| S5 | Speaking and Real-Life Situations Applying English in real-world tasks that are relevant to the other parts of the unit. | Face to face lecture | |
| S6 | Listening Applying listening skills, listening for main ideas, listening for details, taking notes and other skills to answer questions about listening scripts. | Face to face lecture | |
| S7 | Watching Videos Applying the skills of watching videos supported by BEFORE, WHILE and AFTER viewing activities. | presentation | video |
| S8 | Writing Practicing some writing skills, including the following: 1. Using descriptive adjectives 2. Using formal expressions | problem solving based learning | Out of class assignment |

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| | 3. Using connecting words, topic, and supporting sentences 4. Using bulleting points | | |
| Competencies | | | |
| C1 | Competencies Related to Visuals 1. Evaluating and expressing opinion about pictures and visuals presented in different sources. 2. Preparing presentations rich with images, pictures, charts and visuals from a variety of technological and paper-based sources. | Solve problems | Peer assessment |
| C2 | Vocabulary Using words, expressions and idioms appropriate for a certain situation in professional and personal life. | lecture | |
| C3 | Reading Comprehension Introducing text types and focusing on formal language used in academic essays, formal texts and journal articles. Insinuating authentic knowledge provided by the textbook's rich readings within consciousness and using it when necessary to persuade others, ask questions and develop proper dialogues using correct English. | collaborative learning | group or individual projects |
| C4 | 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. | | |
| C5 | Speaking and Real-Life Situations 1. Being able to use functional English in appropriate contexts. 2. Preparing well-designed professional presentations. | | |

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| | <ol style="list-style-type: none"> Showing respect while negotiating and dealing with others. 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. | | |
| C6 | Listening <ol style="list-style-type: none"> Introducing the fundamentals of effective communication skills in a variety of contexts, including the ability to listen to others. Listening effectively and being able to persuade others, ask questions and develop proper dialogues using correct English. Being able to listen, understand and react to English native speakers. | | |
| C7 | Watching Videos <ol style="list-style-type: none"> Watching, understanding and reacting to films and documentaries displayed in English. | | |
| C8 | Writing <ol style="list-style-type: none"> Mastering powerful self-promotion in professional situations and being able to search for appropriate job opportunities and produce well-written formal correspondence. Identifying topic sentences Analyzing paragraphs elements Evaluating good and bad paragraphs Writing a resume and a biography Analyzing job interviews and conversations. | | |

* 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 Policies

| Policy | Policy Requirements |
|-------------------------|--|
| Passing Grade | The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%). |
| Missing Exams | <ul style="list-style-type: none"> 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 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. |
| Attendance | 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. |
| Academic Honesty | 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. |

Program Learning Outcomes to be Assessed in this Course

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

| Number | Detailed Description of Assessment |
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| K1 | to evaluate the required minimal student knowledge and skills. Answers in the pass category represent the minimum acceptable standard. |
| S1 | to evaluate that the student has some basic knowledge of the key aspects of the |

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| | lecture material and can attempt to solve familiar problems. |
| | |
| C1 | 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. |
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Assessment Rubric of the Program Learning Outcome

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| <p>Rubric for Writing Rubric for Speaking</p> |
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