

Philadelphia University	 PHILADELPHIA UNIVERSITY THE WAY TO THE FUTURE	Approval date:
Faculty		Issue:
Department		Credit hours
Academic year <u>2021/2022</u>		Course Syllabus

Course information

Course#	Course title	Prerequisite
0130108	English Communication Skills 2 English 108	English Communication Skills (English 107)
Course type		Class time
<input checked="" type="checkbox"/> University Requirement <input type="checkbox"/> Faculty Requirement <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective <input type="checkbox"/> Compulsory		Room #

Instructor Information

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

Course Delivery Method			
<input checked="" type="checkbox"/> Physical	<input type="checkbox"/> Online	<input type="checkbox"/> Blended	
Learning Model			
Precentage	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 the English language, especially professional English. It completes the objectives of English 101 of developing students' English verbal skills by putting emphasis on listening skills, speaking skills and 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 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 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 storytelling and narration, reviewing books and movies, describing vacations and alternative ways of travel, describing skills, talents and experience as well as reporting news.
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 reacting to stories, narrating incidents, reporting news, describing skills, talents and experience, and finally getting around a new place or touristic attraction.
4. Being familiar with the listening skills by listening to formal interviews with critics, volunteers and program makers and some news stories.
5. Reading a variety of comprehension texts at the post-intermediate level and mastering reading comprehension skills.
6. Becoming familiar with some critical thinking skills important for professional English, such as close reading, making claims and justifications, weighing different perspectives and weighing the evidence.
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 descriptive words, taking meeting minutes, and writing in note form.
10. Being able to write a story, a letter of complaint, and minutes from a meeting and an online profile.

Course Learning Outcomes

Number	Outcomes	Corresponding Program outcomes
Knowledge		
K1	<p>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.</p>	
K2	<p>Vocabulary Expanding vocabulary required for storytelling and narration, reviewing books and movies, describing vacations and alternative ways of travel, describing skills, talents and experience as well as reporting news, through an exploration of relevant prefixes, suffixes, collocations, parts of speech, compound nouns, and phrasal verbs.</p>	
K3	<p>Reading Comprehension Reading English texts rich with information about real people and places, which helps create motivated and engaged readers.</p>	
K4	<p>Critical Thinking Introducing critical thinking skills important for professional English, such as close reading, making claims and justifications, weighing different perspectives and weighing the evidence.</p>	
K5	<p>Speaking and Real-Life Situations Becoming familiar with functional English used in daily life, both in formal and informal situations.</p>	
K6	<p>Listening Listening activities develop students’ verbal knowledge of English.</p>	
K7	<p>Watching Videos Being engaged into exciting videos and providing an opportunity to synthesize related topics between the unit and the clip.</p>	
K8	<p>Writing Building knowledge about text types, narration, formal and informal correspondence as well as personal and impersonal language.</p>	
Skills		
S1	<p>Visual Skills Using pictures and images to develop visual literacy skills and promote critical thinking naturally.</p>	

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.	
S8	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.	
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.	
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 judgements 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. 	
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 <p>Watching, understanding and reacting to films and documentaries displayed in English.</p>	
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. Writing formal letters in a variety of contexts. 3. Taking notes in a meeting, session or seminar. 	

Learning Resources

Course textbook	1. Paul Dummett, John Hughes & Helen Stephenson (2015), Life 5. National Geographic Learning.
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	<p>2. Paul Dummett, John Hughes & Helen Stephenson (2015), Life 5. (Workbook). National Geographic Learning.</p>
<p>Supporting References</p>	<p><u>Writing References:</u></p> <ol style="list-style-type: none"> 1. Frank, O'Hare & Robert Funk (2000). The Modern Writer's Handbook. Allyn & Bacon 2. Phyllis, Crème & Mary Lea. (1997). Writing at University: A Guide for Students. Open University Press 3. Raimes, Ann (1999). Keys for Writers: A Brief Handbook. Houghton Mifflin Company. <p><u>Speaking References:</u></p> <ol style="list-style-type: none"> 1. Theibert, Philip. (2003). How to Give a Damn Good Speech. Jaico Publishing House 2. Gronbeck, Bruce. (1991). Principles of Speech Communication. Harper Collins 3. Griffin, Jack. (1994) How to Say it Best: Choice Words, Phrases Griffin. Prentice Hall <p><u>Reading References:</u></p> <ol style="list-style-type: none"> 1.. Goatly, Andrew. (2000). Critical Reading and Writing: An Introductory Case Book. Routledge. 2. Heavers, Kathy & Coman, Marcia. (1991). What you Need to Know about Reading Comprehension and Speed, Skimming and Scanning & Reading for Pleasure. Lincolnwood. 3. Fairbairn, Gavin (1991). Reading, Writing and Reasoning: A Guide for Students. Open University Press.
<p>Supporting websites</p>	<p>www.Cengage.com</p> <p>Listening :</p> <p>www.englishlistening.com</p> <p>www.esl-lab.com</p> <p>www.ello.org/</p> <p>www.npr.org</p> <p>www.voanews.com</p> <p>Speaking:</p> <p>www.englishclub.com</p> <p>www.soundsofenglish.org</p> <p>www.eslcafe.com</p> <p>Writing:</p> <p>www.writing-world.com</p>

	Games: www.languagegames.org Other useful sites: http://www.eslpartyland.com/teachers/nov/grammar.htm http://a4esl.org http://www.rong-chang.com http://english-zone.com/index.php http://www.lovetolearnplace.com http://polyglot.lss.wise.edu/lss/lang/teach.html http://ccat.sas.upenn.edu/jod/teachdemo/teachdemo.html http://www.ohiou.edu/esl/teacher/technology/index.html
Teaching Environment	<input checked="" type="checkbox"/> Classroom <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> Learning platform <input type="checkbox"/> Other

Meetings and subjects' timetable

Week	Topic	Learning Methods	Tasks	Learning Material	
1	Orientation				
2	Unit Two: Storytelling	Introduction: 1. Lecturing & Group Discussion	Instructors assign students with tasks in the light of the teacher's book and their own vision.	Introduction + 2 A	
3	Unit Two: Storytelling			2B + 2C	
4	Unit Two: Storytelling			2C + 2 D	
5	Unit Two: Storytelling	2 E+ 2F			
6	Unit Six: Alternative Travel	2. Power-point Presentations Prepared by Instructors		Introduction + 6A	
7	Unit Six: Alternative Travel			6B + 6C	
8	Unit Six: Alternative Travel			6C + 6D	
9	Unit Six: Alternative Travel	3. Playing Games		6E+ 6F	
10	Unit Eight: The News			Part A of the Unit: Flipped Learning & Flipped Classes OR Lecturing and Group Discussion	Introduction + 8A
11	Unit Eight: The News				6B + Different Perspectives (A Critical Thinking Topic)
12	Unit Eight: The News	8D + 8E			
13	Unit Nine: Talented People	Part B of the Unit: Lectures, Discussions and Collaborative Learning	Introduction + 9A + Weighing the Evidence (A Critical Thinking Topic)		
14	Unit Nine: Talented			9D + 9E	

15	Revision Final Exam	Part C of the Unit Lectures and Collaborative Learning		
16		Part D of the Unit: Group-work and role-play Playing games		
		Part E of the Unit Project Based Learning		
		Part F of the Unit: Flipped Learning & Flipped Classes		

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

Course Contributing to Learner Skill Development

Using Technology
<ol style="list-style-type: none"> Using the Internet to search for information. Using applications for playing various games that would help learn English. Expanding students' ability to use audios, videos and images to prepare presentations.
Communication skills
<ol style="list-style-type: none"> 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. Listening effectively and being able to persuade others, ask questions and develop proper dialogues using correct English. Demonstrating the ability to deal with all positive and negative attitudes and behaviors in a professional manner and with social intelligence. Emphasizing the importance of developing proper professional and personal relationships. Preparing well-designed professional presentations. 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. Listening effectively and being able to persuade others, ask questions and develop proper dialogues using correct English. Demonstrating the ability to deal with all positive and negative attitudes and behaviors in a professional manner and with social intelligence.

10. Emphasizing the importance of developing proper professional and personal relationships.
11. Preparing well-designed professional presentations.
12. Showing respect while negotiating and dealing with others.

Application of concepts learnt

1. Reading, analyzing and appreciating English texts at the post-intermediate level.
2. Using English words, phrases, idioms and expressions properly.
3. Applying critical thinking skills in personal and professional life.
4. Applying language functions in a variety of contexts.
5. Becoming able of self-expression using the English language.
6. Listening to and understanding English audios and watching English documentaries and films.
7. Mastering formal writing required in different contexts.

Assessment Methods and Grade Distribution

Assessment Methods	Grade Weight	Assessment Time (Week No.)	Link to Course Outcomes
Mid Term Exam	30%	November 17 th , 2021 – November 25 th , 2021 Weeks Four & Five	Knowledge Knowledge Outcomes of Reading Comprehension & Vocabulary Skills Skill Outcomes of Vocabulary, Real Life Situations & Writing Competencies Competency Outcomes of Critical Thinking
Various Assessments *	30%	All through the Semester	Knowledge, Skill & Competency Outcomes All outcomes are evaluated in an integrated way. A variety of evaluation methods are applied, including quizzes, projects, presentations, reports, and assignments.

			(Decided individually by course instructors)
Final Exam	40%	Weeks Fifteen & Sixteen	Knowledge Knowledge Outcomes of Reading Comprehension & Vocabulary Skills Skill Outcomes of Vocabulary, Real Life Situations & Writing Competencies Competency Outcomes of Critical Thinking
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.	Group Discussions and Analyses Project-Based Learning	1. Face-To-Face Questions
K2	Vocabulary Expanding vocabulary required for storytelling and narration, reviewing books and movies, describing vacations and alternative ways of travel, describing skills, talents and experience as well as reporting news, through an exploration of relevant prefixes, suffixes, collocations, parts of speech, compound nouns, and phrasal verbs.	Lectures Collaborative Learning	1. Quizzes 2. Questions in the Mid-Term and Final Exams
K3	Reading Comprehension Reading English texts rich with information about real people and places, which helps create motivated and engaged readers.	1. Lectures, 2. Group-Discussions & Analyses	Quizzes Reports Questions in the Mid-Term

			and Final Exams
K4	Critical Thinking Introducing critical thinking skills important for professional English, such as close reading, making claims and justifications, weighing different perspectives and weighing the evidence.	1. Lectures, 2. Collaborative Learning 3. Problem solving based learning	Quizzes
K5	Speaking and Real-Life Situations Becoming familiar with functional English used in daily life, both in formal and informal situations.	1. Collaborative Learning	Dialogues in Classes
K6	Listening Listening activities develop students' verbal knowledge of English.	1. Lectures 2. Flipped Learning	In-Class Assignment
K7	Watching Videos Being engaged into exciting videos and providing an opportunity to synthesize related topics between the unit and the clip.	1. Lectures 2. Flipped Learning	In-Class Assignment
K8	Writing Building knowledge about text types, narration, formal and informal correspondence as well as personal and impersonal language.	1. Lectures 2. Collaborative Learning 3. Assignment-Based Learning	Quizzes
Skills			
S1	Visual Skills Using pictures and images to develop visual literacy skills and promote critical thinking naturally.	Project-based learning	Presentations
S2	Vocabulary Using prefixes and suffixes to coin new words and combining appropriate words in order to create correct collocations.	1. Lectures 2. Collaborative Learning	In-Class and Out of Class Assignments Quizzes & Exams
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.	Lectures Analyses	Quizzes & Exams
S4	Critical Thinking Applying critical thinking skills through explicit activities and making evaluations.	Problem-Solving Learning	Quizzes & Exams
S5	Speaking and Real-Life Situations Applying English in real-world tasks that are relevant to the other parts of the unit.	Collaborative Learning	Videotaped assignments and Presentations

S6	Listening Applying listening skills, listening for main ideas, listening for details, taking notes and other skills to answer questions about listening scripts.	Flipped Learning Analyses and Applications	Reports
S7	Watching Videos Applying the skills of watching videos supported by BEFORE, WHILE and AFTER viewing activities.	Flipped Learning Analyses	Reports
S8	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.	3. Lectures 4. Collaborative Learning Assignment-Based Learning	Quizzes Questions in Exams
Competencies			
C1	Competencies Related to Visuals Evaluating and expressing opinion about pictures and visuals presented in different sources. Preparing presentations rich with images, pictures, charts and visuals from a variety of technological and paper-based sources.	Project-based learning	Projects and Presentations
C2	Vocabulary Using words, expressions and idioms appropriate for a certain situation in professional and personal life.	Lectures Collaborative Learning	Projects and Presentations Videotaped assignment
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.	Lectures, Discussions, Collaborative Learning & Analyses	Quizzes & Exams
C4	Critical Thinking Applying critical thinking skills in various situations.	Problem Solving Based Learning	Quizzes & Exams

	<p>Evaluating and making analyses of knowledge presented in English-written texts, audios and videos. Expressing opinion and making judgements in professional and personal situations.</p> <p>Dealing with all positive and negative attitudes and behaviors in a professional manner and with social intelligence.</p> <p>Developing proper professional and personal relationships.</p>		
C5	<p>Speaking and Real-Life Situations</p> <p>Being able to use functional English in appropriate contexts.</p> <p>Preparing well-designed professional presentations.</p> <p>Showing respect while negotiating and dealing with others.</p> <p>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.</p>	Collaborative Learning	Presentations Videotaped projects
C6	<p>Listening</p> <p>Introducing the fundamentals of effective communication skills in a variety of contexts, including the ability to listen to others.</p> <p>Listening effectively and being able to persuade others, ask questions and develop proper dialogues using correct English.</p> <p>Being able to listen, understand and react to English native speakers.</p>	Flipped Learning	In-Class Assignments
C7	<p>Watching Videos</p> <p>Watching, understanding and reacting to films and documentaries displayed in English.</p>	Flipped Learning	In-Class Assignments
C8	<p>Writing</p>	Project-Based Learning	Projects & Reports

	Mastering powerful self-promotion in professional situations and being able to search for appropriate job opportunities and produce well-written formal correspondence. Writing formal letters in a variety of contexts. Taking notes in a meeting, session or seminar.		
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* 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	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 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.
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
1	Part One Official Exams Basic Notions		1.Quizzes 2. Mid-Term Exam 3. Final Exam	Each instructor sets the target performance

	<p>Vocabulary Knowledge</p> <p>Expanding vocabulary required for storytelling and narration, reviewing books and movies, describing vacations and alternative ways of travel, describing skills, talents and experience as well as reporting news, through an exploration of relevant prefixes, suffixes, collocations, parts of speech, compound nouns, and phrasal verbs.</p>	Life 5		level after becoming familiar students' levels and their ability of improvement.
	<p>Reading Comprehension Knowledge</p> <p>Reading English texts rich with information about real people and places, which helps create motivated and engaged readers.</p>			
2	<p>Familiar Problem Solving</p> <p>Writing Skills</p> <p>Writing exercises and application of some writing skills</p>	Life 5	<p>1. Quizzes 2. Mid-Term Exam 3. Final Exam</p>	
3	<p>Unfamiliar Problem Solving Real Life Situations</p> <p>Applying English in real-world tasks that are covered in all parts of the unit(s).</p> <p>Reading Comprehension</p> <p>Applying reading comprehension skills, including pre-reading skills, making predictions, skim-reading, scan-reading, reading beyond the lines and other skills to answer questions on unfamiliar texts in the mid-term and final exams.</p> <p>Critical Thinking</p>	Life 5	<p>Real Life Situations will be tested in exams, besides presentations or videotaped tasks assigned by each instructor</p> <p>Reading comprehension and critical thinking will be tested in quizzes and official exams.</p>	

	Applying critical thinking skills in various situations. Evaluating and making analyses of students' amount of knowledge presented in English-written texts.			
4	Part Two: Quizzes, Assignments, Reports & Projects Reading Comprehension Skills Listening & Watching Video Skills Speaking & Writing Skills Critical Thinking Competency	Life 5	Oral and written tasks, reports and projects assigned by instructors	

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 or 40 questions, totaling 40 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.

Rubric of the Program Learning Outcome

English 102 instructors provide appropriate rubrics for tasks assigned to students. There will be at least ONE rubric for the speaking task and ONE rubric for the writing task through the academic semester. Each rubric includes criteria appropriate for the assigned task.