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|-----------------------------------|--|------------------------|
| <b>Philadelphia University</b>    |  <b>PHILADELPHIA UNIVERSITY</b><br><small>THE WAY TO THE FUTURE</small> | <b>Approval date:</b>  |
| <b>Faculty: Arts</b>              |  | <b>Issue:</b>          |
| <b>Department: Human Sciences</b> |  | <b>Credit hours:3</b>  |
| <b>Academic year 2022-2023</b>    |  | <b>Course Syllabus</b> |

### Course information

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

### Instructor Information

| Name | Office No. | Phone No. | Office Hours | E-mail |
|------|------------|-----------|--------------|--------|
|      |            |           |              |        |

### 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    |
|   | <b>0%</b>   | <b>0%</b>    | <b>100%</b> |

### 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 |
|---------------------|--|--------------------------------|
| <b>Knowledge</b>    |  |                                |
| <b>K1</b>           | <b>Visual Sources of Knowledge&amp; Background Knowledge</b><br>Looking at compelling National Geographic images which open every unit, introduce the theme and enrich student's knowledge about the topic.  | <b>K1</b>                      |
| <b>K2</b>           | <b>Vocabulary</b><br>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. |                                |
| <b>K3</b>           | <b>Reading Comprehension</b><br>Reading English texts rich with information about real people and places, which helps create motivated and engaged readers.  | <b>K2</b>                      |
| <b>Skills</b>       |  |                                |
| <b>S1</b>           | <b>Reading Comprehension</b><br>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.   | <b>S1</b>                      |
| <b>S2</b>           | <b>Speaking and Real Life Situations</b><br>Applying English in real-world tasks that are relevant to the other parts of the unit.   | <b>S2</b>                      |
| <b>S3</b>           | <b>Listening</b><br>Applying listening skills, listening for main ideas, listening for details, taking notes and other skills to answer questions about listening scripts.   | <b>S3</b>                      |
| <b>S7</b>           | <b>Watching Videos</b><br>Applying the skills of watching videos supported by BEFORE, WHILE and AFTER viewing activities.  |                                |
| <b>S8</b>           | <b>Writing</b><br>Practicing some writing skills, including the following:<br>1. Using descriptive words<br>2. Using formal language<br>3. Using impersonal language<br>4. Writing in note form for writing a profile.   |                                |
| <b>Competencies</b> |  |                                |

|           |   |           |
|-----------|---|-----------|
| <b>C1</b> | <p><b>Critical Thinking</b></p> <ol style="list-style-type: none"> <li>1. Applying critical thinking skills in various situations.</li> <li>2. Evaluating and making analyses of knowledge, presented in English-written texts, audios and videos.</li> <li>3. Expressing opinion and making judgments in professional and personal situations.</li> <li>4. Dealing with all positive and negative attitudes and behaviors in a professional manner and with social intelligence.</li> <li>5. Developing proper professional and personal relationships.</li> </ol> | <b>C1</b> |
| <b>C2</b> | <p><b>Communication Competencies</b></p> <p>Becoming able to communicate with English native speakers and other English learners in personal and professional contexts, using English free from mistakes.</p>   | <b>C2</b> |

### Learning Resources

|                       |  |
|-----------------------|--|
| Course textbook       | <ol style="list-style-type: none"> <li>1. Paul Dummett, John Hughes &amp; Helen Stephenson (2015), Life 5. National Geographic Learning.</li> <li>2. Paul Dummett, John Hughes &amp; Helen Stephenson (2015), Life 5. (Workbook). National Geographic Learning.</li> </ol>   |
| Supporting References | <p><b><u>Writing References:</u></b></p> <ol style="list-style-type: none"> <li>1. Frank, O’Hare &amp; Robert Funk (2000).The Modern Writer’s Handbook. Allyn &amp;Bacon</li> </ol> <p><b><u>Speaking References:</u></b></p> <ol style="list-style-type: none"> <li>1. Theibert, Philip. (2003). How to Give a Damn Good Speech . Jaico Publishing House</li> </ol> <p><b><u>Reading References:</u></b></p> <ol style="list-style-type: none"> <li>1.. Goatly, Andrew.(2000).Critical Reading and Writing : An Introductory Case Book . Routledge .</li> </ol> |
| Supporting websites   | <a href="http://www.Cengage.com">www.Cengage.com</a>   |
| 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

| <b>Week</b>                                | <b>Topic</b>                        | <b>Learning Methods</b>   | <b>Tasks</b>  | <b>Learning Material</b>   |
|--|-------------------------------------|---|---|--|
| <b>1</b><br><b>16-19 October</b>           | <b>Orientation</b>                  |   | Instructors assign students with tasks in the light of the teacher's book and their own vision. |  |
| <b>2</b><br><b>23-26 October</b>           | <b>Unit Six: Alternative Travel</b> | 1. Lecturing & Group Discussion<br>2. Power-point Presentations Prepared by Instructors<br>3. Playing Games |   |  |
| <b>3</b><br><b>30 October - 2 November</b> | <b>Unit Six: Alternative Travel</b> |   |   |  |
| <b>4</b><br><b>6 - 9 November</b>          | <b>Unit Six: Alternative Travel</b> |   |   | Flipped Learning & Flipped Classes<br>Lectures, Collaborative Learning |
| <b>5</b><br><b>13-16 November</b>          | <b>Unit Six: Alternative Travel</b> |   |   |  |
| <b>6</b><br><b>20-23 November</b>          | <b>Unit Eight : The News</b>        | Group-work and role-play  |   |  |
| <b>7</b><br><b>27-30 November</b>          | <b>Unit Eight : The News</b>        |   |   |  |
| <b>8</b><br><b>4-7 December</b>            | <b>Unit Eight: The News</b>         | Project Based Learning  |   |  |
| <b>9</b><br><b>11-14 December</b>          | <b>Unit Nine : Talented People</b>  |   |   |  |
| <b>10</b><br><b>18-21 December</b>         | <b>Unit Nine : Talented People</b>  |   |   |  |
| <b>11</b><br><b>25-28 December</b>         | <b>Unit Nine : Talented People</b>  |   |   |  |
| <b>12</b><br><b>1-4 January</b>            | <b>Unit Two : Story Telling</b>     |   |   |  |
| <b>13</b><br><b>8-11 January</b>           | <b>Unit Two: Story Telling</b>      |   |   |  |

|  |                                 |  |  |  |
|--|---------------------------------|--|--|--|
| <b>14<br/>15-18 January</b>              | <b>Unit Two : Story Telling</b> |  |  |  |
| <b>15<br/>22-25 January</b>              | <b>Revision</b>                 |  |  |  |
| <b>16<br/>29 January -6<br/>February</b> | <b>Final Exam</b>               |  |  |  |

### Course Contributing to Learner Skill Development

| Using Technology   |
|--|
| <ol style="list-style-type: none"> <li>Using the Internet to search for information.</li> <li>Using applications for playing various games that would help learn English.</li> <li>Expanding students' ability to use audios, videos and images to prepare presentations.</li> </ol>   |
| Communication skills   |
| <ol style="list-style-type: none"> <li>Becoming competent in terms of communication skills in personal and professional contexts.</li> </ol>   |
| Application of concepts learnt   |
| <ol style="list-style-type: none"> <li>Reading, analyzing and appreciating English texts at the post-intermediate level.</li> <li>Using English words, phrases, idioms and expressions properly.</li> <li>Becoming able of self-expression using the English language.</li> <li>Listening to and understanding English audios and watching English documentaries and films.</li> <li>Mastering formal writing required in different contexts.</li> </ol> |

### Assessment Methods and Grade Distribution

| Assessment Methods                           | Grade Weight | Assessment Time (Week No.) | Link to Course Outcomes        |
|--|--------------|----------------------------|--------------------------------|
| <b>Mid Term Exam<br/>(27/11-8/12/2022)</b>   | <b>30%</b>   | Weeks seven & Eight        | K1 , K2<br>S1 , S3<br>C 1 , C3 |
| <b>Various Assessments *</b>                 | <b>30%</b>   | Throughout the Semester    |                                |
| <b>Final Exam<br/>29 January -6 February</b> | <b>40%</b>   | Weeks Sixteen              | K1 , K2<br>S1 , S3<br>C 1 , C3 |
| <b>Total</b>                                 | <b>100%</b>  |                            |                                |

### Alignment of Course Outcomes with Learning and Assessment Methods

| Number              | Learning Outcomes  | Learning Method*                                | Assessment Method**  |
|---------------------|--|---|--|
| <b>Knowledge</b>    |  |   |  |
| <b>K1</b>           | Students will be able to understand and scan different reading passages for information and details.   | Group Discussions<br>Project-Based Learning     | Mid Term Exam<br>Final Exam  |
| <b>K2</b>           | Students will be able to understand various listening tasks ,take notes and find details and main ideas.   | Lectures<br>Collaborative Learning<br>Role play | Quizzes<br>Homework<br>Individual or group Project<br>Presentation           |
| <b>K3</b>           | Use the vocabulary they learnt in other similar contexts   | Flipped Class                                   | Peer assessment<br>Reference assessment                                      |
| <b>K4</b>           |  |   |  |
| <b>Skills</b>       |  |   |  |
| <b>S1</b>           | Read texts more efficiently and think critically about different topics<br><br>Apply reading comprehension skills such as skim-reading, scan-reading, reading beyond the lines and other skills so as to eventually become excellent at evaluation |   | Videotaped assignments<br><br>In-Class Assignment<br>Out of class assignment |
| <b>S2</b>           | Use English in real-life situations  |   | Reports  |
| <b>S3</b>           | Use language functions such as request and agreement in different contexts   |   |  |
| <b>S4</b>           | Students will be able to fill in a job application form , write summaries as well as organized coherent opinion and descriptive essays .   |   |  |
| <b>Competencies</b> |  |   |  |
| <b>C1</b>           | Apply critical thinking techniques in various contexts<br>Evaluate and analyze knowledge, presented in texts, audios and videos.   |   |  |

|           |   |  |  |
|-----------|---|--|--|
|           | Express opinions and make judgments in professional and personal situations.  |  |  |
| <b>C2</b> | Be able to communicate with English native speakers and other English learners in personal and professional contexts. |  |  |

### Course Polices

| Policy                  | Policy Requirements  |
|-------------------------|--|
| <b>Passing Grade</b>    | The minimum passing grade for the course is (50%) and the minimum final mark recorded on transcript is (35%).  |
| <b>Missing Exams</b>    | <ul style="list-style-type: none"> <li>• Missing an exam without a valid excuse will result in a zero grade to be assigned to the exam or assessment.</li> <li>• 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.</li> <li>• 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.</li> </ul>  |
| <b>Attendance</b>       | 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. |
| <b>Academic Honesty</b> | 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 |
|--------|------------------|--------------|-------------------|--------------------------|
|        |                  |              |                   |                          |



|  |   |                                       |   |  |
|--|---|---------------------------------------|---|--|
| <p><b>K1</b><br/><b>S1</b><br/><b>C1</b></p> | <p>Students will be able to understand and scan different reading passages for information and details.</p> <p>Think critically about different topics.</p> <p>Express opinions and make judgments in professional and personal situations.<br/>fill in a job application form , write summaries as well as organized and coherent opinion and descriptive essays .</p> | <p>English Communication Skills 2</p> | <p>Exams<br/>Quizzes</p> <p>Projects, presentations reports</p> | <p>Proficient in English<br/>Speak accurately and fluently</p> |
|--|---|---------------------------------------|---|--|

### **Description of Program Learning Outcome Assessment Method**

#### **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 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 (An Unseen Passage and Critical Thinking)**

**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.

**Participation: (30) points**

**3 Quizzes :15 points ( one of them can be a Homework )**

**Speaking Exam: (presentation, project or video) 10 points**

**Participation: 5 points**

## **Rubric of the Program Learning Outcome**

### **A Speaking Rubric for the Presentation**

| <b>Student's Number</b> | <b>(4 points)</b>   | <b>(3 points)</b>   | <b>(3 points)</b>  | <b>Total (10)</b> |
|-------------------------|---|---|--|-------------------|
|                         | Preparing Material for the Speaking Exam Including: Choice of Topic & Visual Aids | The Ability to Speak Very Good English with Only Minor Mistakes | The Ability to Answer the Examiner's Questions & Express Personal Pieces of Opinions |                   |

### **A Speaking Rubric for the Real Life Situations**

| <b>Student's Number</b> | <b>(1 point)</b><br>Student's Willingness to Take Initiative | <b>(2 points)</b><br>The Accuracy of Expressions | <b>(2 points)</b><br>Language Fluency & Accuracy | <b>Total</b> |
|-------------------------|--|--|--|--------------|
|                         |  |  |  |              |