



Philadelphia University
Language Center
First Semester 2020/2021

Course Syllabus

Course Title: English skills 101	Course Code: 0130101
Course Level: Intermediate	Course Prerequisite (s) and/ or Corequisite : English 99 or passing placement test
Lecture Time:	Credit hours: 3
	Contact hours:
Location :	

**Academic Staff
Specifics**

Name	Rank	Office number & Location	Office hours	E- mail Address
Noor Shunnaq	Instructor	Language Center		Nshunnaq@philadelphia.edu.jo nourzsh@yahoo.com

Course Description

This intermediate course will enable students to enhance their ability to comprehend various types of texts by providing theoretical and practical practice in the most important four language skills : listening , speaking , reading and writing as well as a review of structure and vocabulary .It aims at exposing students to a wide variety of reading passages , providing them with adequate practice in scanning to find information from texts , guessing meaning from context , and critical thinking. Grammatical structures are introduced in context with questions that encourage students to work out the rules for themselves. The vocabulary syllabus concentrates on learning new words in lexical sets and acquiring good habits for learning vocabulary by using a system that comprises both sound and spelling.

Course Objectives:

By the end of the course, students are expected to

1. understand the main ideas of a variety of written and spoken texts.
2. participate effectively in discussions with various topics using appropriate language.
3. write grammatically correct meaningful sentences , paragraphs and articles.
4. use appropriate vocabulary to express themselves in different situations.
5. recognize, understand and properly use a number of phrasal verbs and collocations.
6. understand spoken English by listening to recordings of short and long conversations

7. read different types of passages and answer questions related to the reading.
8. expand their vocabulary through reading and listening.

Course Resources:

- **Text book/books (title, author (s), publisher, year of publication)**

Dummett P., Hughes, J. and Stephenson, H. (2015), *Life* level 3 Student's book, National Geographic Learning/ Cengage Learning. USA

Dummett P., Hughes, J. and Stephenson, H. (2015), *Life* level 3 workbook, National Geographic Learning/ Cengage Learning. USA

- Other resources

Supplemental DVD-ROM with practice material

Support Material(s):

- support work sheet, web quest and online dictionary.
- Visit National Geographic Learning on line at *NGL.Cengage.com*
- Audio CDs-videos – corporate web site at *www.cengage.com*

Teaching Methods:

- Lectures.
- Discussion Groups.
- Class discussions and group work.
- Written assignments.
- Oral presentation: students are required to conduct an oral presentation on a topic of their choice.

Learning Outcomes:

Intended Learning Outcomes: (Knowledge and Understanding, Cognitive Skills, Communication Skills, Transferable skills).

a. Knowledge & Understanding:

Reading

- Understanding different types of texts.
- Pinpointing main ideas in the text and finding information by scanning.

Listening

- Comprehending various dialogues by native speakers.

Speaking

- produce clear language

Writing

- identify basics of writing

b. Cognitive Skills (Thinking & Analysis)

- Developing students' own critical thinking skills by

Reading

- Understanding major ideas, details and information in different texts.
- Identifying main ideas and how they are presented in a text.
- Students developing their own critical thinking skills.
- Predicting text content through the use of synonyms, linking words, reference words, title clue pictures and illustrations.
- Recognizing author's style.
- Using different reading strategies for different texts.
- Analyzing facts easily.

Listening

- Analyzing different dialogues and conversations by native speakers.

c- Communicative Skills (personal and Academic)

Reading

- Discussing the topic with students in small discussion groups and encouraging students to present their points of view and work individually or within a team.

Listening

- Becoming more confident of their speaking abilities.

Writing

- Identifying topic sentences
- Analyzing paragraphs elements
- Evaluating good and bad paragraphs

d. Practical and Subject Specific Skills (transferable Skills)

Speaking

- It's based on realistic topics and situations.
- Speaking about self, family, etc.
- Practicing of grammar and lexis through oral activities.

Listening

- Analyze interviews, stories and conversations

Reading

- Reading with fluency and accuracy.
- Scanning a text to find information in newspaper articles, factual scientific texts, stories quizzes, notes and letters.

Writing

- Using language communicatively in real life situations.
- Writing emails, reviews, using linkers.
- Recognizing different methods of paragraph development.
- Recognizing the relation between topic sentence and the discussion of a paragraph.

Assessment Instruments

- Exams (First, Second and Final Exams)
- Quizzes
- Short reports and/ or presentations, and/ or Short research projects
- Homework assignments

<u>Allocation of Marks</u>		
Assessment Instruments	Mark	Date
Midterm exam	30	
Reports, research projects, quizzes, homework, Projects	20	
Final examination	50	30/1-6/2/2021
Total	100	

Documentation and Academic Honesty

Students are expected to complete all homework, papers and projects independently (unless otherwise specified); any work must be yours and yours alone. Working together for anything other than data collection, relying on students' work from previous semesters and/or plagiarizing published research is considered cheating.

Documentation Style (with illustrative examples)

- MLA Style

- Examples:

1. **Book, single author:**

Diamond-Bayir, Stephanie. Unlock. Cambridge: University Printing House, 2014

2. **Book, more than one author:**

Dummett, Paul, Hughes, John and Stephenson, Helen. Life. Boston: National Geographic Learning/ Cengage Learning, 2015

- APA Style

- Examples:

1. Book, single author:

Diamond-Bayir, Stephanie (2014). *Unlock*. Cambridge: University Printing House

2. Book, more than one author

Dummet, Hughes and Stephenson (2015). *Life*. Boston: National Geographic Learning/ Cengage Learning.

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Students are expected to respect and uphold the standards of honesty in all their activities. Any cheating or plagiarism will result in disciplinary action to be determined by the instructor based on the severity and nature of the offense.

Avoiding Plagiarism

Plagiarism is a serious academic offense that will result in your failing the course. Learning notes by heart and repeating the information word by word in the exam is a type of plagiarism.

Course / Module Academic Calendar:

Days and Dates Of Teaching	Unit Title	Features	Remarks
Week One 18 th -22 nd			Orientation Drop and Add
Week Two • Sunday- Tuesday Oct 25 th -27 th	Unit Six :Stages in Life	6a: Changing your life	Exercises 1+2+3 p.69 Vocabulary 1 and Reading 3+4+5 Grammar Verb patterns with to + Infinitive Speaking 10+11 life-changing decisions
Week Three Nov 1 st -3 rd	Unit Six :Stages in Life	6b:World Party	Reading and Vocabulary Celebrations Exercises 1+2+3+4+5 Listening Exercises6+7 Grammar Future forms Speaking Exercise10 Your favorite Festival
Week Three Thursday Nov 5 th	Unit Six : Stages in Life	6c: Masai rite of passage	Reading Exercises1+2+3+4+5+6+7
Week Four Sun Nov 8 th	Unit Six :Stages in Life	6d: An invitation	Speaking Exercise1 Real life Listening Exercises 2+3

Week four Tuesday-Thursday Nov 10 th -12 th	Unit Six : Stages in Life	6e: A wedding in Madagascar	Writing a description Exercises 1+2+3
Week Five Sunday Nov 15 th	Unit Six : Stages in Life	6f: Steel drums	
Week Seven Sunday-Tuesday Nov 29 th – Dec 1 st	Unit Seven: Work	7a: X-ray photographer	Exercises 1+2+3 Listening Exercises 1+2+3+4 Vocabulary Exercise 5 Reading 6 Grammar Prepositions of place movement Speaking Exercise 10
Week Seven Thursday Dec 3 rd	Unit Seven: Work	7c: Twenty-first century cowboys	Vocabulary Exercises 1+2 Reading 3+4+5 Critical thinking Exercise 9
Week Eight Sun-Thursday Dec 6 th -10 th	Unit Seven: Work	7c: Twenty-first century cowboys 7d: A job interview	Reading 6+7 Vocabulary job listing Exercises 1+2 Real life Exercises 3+4+5+6
Week Nine Sunday Dec 13 th	Unit Seven: Work	7e: Applying for a job	Writing a resume Exercises 1+2+3+4
Week Nine Tuesday Dec 15 th	Unit Seven: Work	7 f: Butler school	
Week Twelve Sunday-Tuesday Jan 3 rd -5 th	Unit Eight: Technology	8a: Invention for the eyes	Exercises 1+2+3 Speaking 1+2 Listening 3+4+5+6 Grammar Defining relative clauses Speaking 12+13 inventing a new robot
Week Twelve Thursday Jan 7 th	Unit Eight: Technology	8c: Designs from nature	Reading Exercises 1+2+3+4+5 Speaking Exercise 6 using nature to improve designs
Week Thirteen Sunday Jan 10 th	Unit Eight: Technology	8d: Gadgets	Vocabulary 1+2+3 Real life 4+5+6
Week Thirteen Tuesday Jan 12 th	Unit Eight: Technology	8e: An argument for technology	Writing a paragraph Exercises 1+2+3+4+5+6
Week Thirteen Thursday Jan 14 th	Unit Eight: Technology	8f: Wind power	
Week Fourteen Sunday Jan 17 th	Unit Nine: Language learning	9a : Ways of learning	Vocabulary Exercises 1+2+3 Listening 4+5+6 Speaking Exercise 10 adult education
Week Fourteen Tuesday-Thursday Jan 19 th -21 st	Unit Nine: Language learning	9c : Saving languages	Reading Exercises 1+2+3 Vocabulary phrasal verbs 4+5 Critical thinking Exercises 7+8
Week Fifteen Sunday- Thursday May 24 th - 28 th	Final speaking exam		
Week Sixteen Jan 30 th – Feb 6 th	The Final exam		
The workbook exercises shall be assigned to students to do as homework. The Instructor selects the exercises which she thinks are most important.			

Expected Workload:

On average students are expected to spend at least (2) hours of study for each 50- minute lecture.

Attendance Policy

Absence from lectures and /or tutorials shall not exceed 15% . Students who exceed the 15% limit without a medical or emergency excuse acceptable to and approved by the Dean of the relevant college /faculty shall not be allowed to take the final examination and shall receive a mark of zero for the course. If the excuse is approved by the Dean, the student shall be considered to have withdrawn from the course.

Other Education Resources

1. Books

Reading References:

1. Stephen, Krashen.(2004).The Power of Reading Insights from the Research. Westport.
2. Goatly, Andrew.(2000).Critical Reading and Writing : An Introductory Case Book . Routledge .
3. Heavers, Kathy &Coman, Marcia. (1991). What you Need to Know about Reading Comprehension and Speed, Skimming and Scanning &Reading for Pleasure. Lincolnwood.
4. Fairbairn, Gavin (1991). Reading, Writing and Reasoning: A Guide for Students .Open University Press.
5. Alastair, Sharp. (2003). Reading Comprehension and Text Organization. Edwin Mellwn Press.

Writing References:

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.

Speaking References:

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

Vocabulary References:

1. Redman, Stuart. (2003).English Vocabulary in Use Pre intermediate and Intermediate Cambridge University press .

Grammar:

1. Azar,Betty .(1989)Understanding and Using English Grammar Prentice Hall.
2. Woods, Edward & Nicloe Mcleod. (1990) .Using English Grammar .Prentice Hall.
3. Murphy,Raymond.(1989) English Grammar in Use. Cambridge University Press.
4. Thomson A & Martinet ,(1994). A Practical English Grammar, Oxford University Press.

Critical thinking References

1. Goatly Andrew Critical reading and writing an introductory case book Routledge 2000
2. Fisher, Alec Critical thinking an introduction Cambridge university press 2001

Journals

1. International Journal of English language Teaching
2. TESOL Quarterly
3. English Teaching Forum
4. Applied Linguistics

Other Education Resources

Other useful sites:

- <http://a4esl.org>
- <http://www.eslpartyland.com/teachers/nov/grammar.htm>
- <http://www.rong-chang.com>
- <http://english-zone.com/index.php>
- <http://www.lovetolearnplace.com>
- <http://www.ohiou.edu/esl/teacher/technology/index.html>
- <http://ccat.sas.upenn.edu/jod/teachdemo/teachdemo.html>
- <http://polyglot.lss.wise.edu/lss/lang/teach.html>