



**Philadelphia University  
Language Center  
First semester, 2020-2021**

**Course Syllabus**

<b>Course title:</b> English Skills 2	<b>Course code:</b> 0130102
<b>Course level:</b>	<b>Course prerequisite (s) and/or co-requisite (s):</b> English Skills 1
<b>Lecture time:</b> It depends on the section number	<b>Credit hours:</b> 3
	<b>Contact hours:</b> It depends on the instructor who teaches the course
<b>Location:</b> It depends on the section number	

**Academic Staff**  
**Specifics**

Name	Rank	Office number and location	Office hours	E-mail address
Maisoon Rafiq	Instructor	Office Number: 102 at the Language Center	Sun, Tue, Thu 11-12  Mon Wed: 11- 12	<a href="mailto:Maisoon.rafiq88@gmail.com">Maisoon.rafiq88@gmail.com</a> <a href="mailto:mrafiq@philadelphia.edu.jo">mrafiq@philadelphia.edu.jo</a>

**Course description (According to the University Catalogue)**

English Skills 2 teaches the English language at the post-intermediate level. It improves students' skills of reading comprehension, writing, listening and speaking. The students are also introduced to a wide range of English vocabulary and English sentence structures. The ultimate aim of this course is to improve students' ability of communication using the English language.

### **Course objectives:**

1. To provide students with a variety of English words, phrases, expressions and idioms, which are often used in everyday life.
2. To introduce students to a variety of the reading comprehension skills, including skim-reading, scan-reading, guessing the meaning from the context, as well as other reading skills that would help them comprehend texts at the post-intermediate level.
3. To help students identify the main arguments of what they read, think critically about a certain topic and express their personal pieces of opinion using correct English.
4. To attract students' attention to the visual entry which is usually attached to a reading, listening or video script and encourage them to make predictions about the script, recall their background information and express their own ideas.
5. To teach students how to organize and use visuals, charts and diagrams that would help them express their ideas in English.
6. To encourage students to think critically about a certain topic and express their ideas and opinion using correct English.
7. To improve the students' ability to listen to English native speakers and understand the conversations.
8. To encourage students to communicate altogether in a role-play or a debate using appropriate English.
9. To familiarize students with the structure of a variety of simple, compound and complex English sentences.
10. To help students write English main paragraphs and short essays using an appropriate language with slight or minor mistakes.

### **Course/ resources**

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

Dummett Paul, Hughes John and Stephenson Helen, (2015), *Life*, National Geographic Learning/ Cengage Learning

- **Support material (s).**

Support Material(s): a/v materials

Class CDs-videos – a companion website (Offers activities for teacher and students support work sheet, web quest and online quizzes)

### **Teaching methods(Lectures, discussion groups, tutorials, problem solving, debates, etc)**

English instructors use methods of teaching that are engaging, interesting and interactive. They help students communicate in English by using a variety of tutorials, such as visuals, videos, auditory material and written texts. They also encourage them to produce English by having discussion groups, role-plays, and debates.

## Learning outcomes:

- **Knowledge and understanding**

Students learn English in a way that resembles natural language acquisition practices listening, watching and reading scripts in English. They also understand English in a contextual manner.

- **Cognitive skills (thinking and analysis).**

This course encourages analytical learning, improves critical thinking skills and involves students in evaluating, comparing, contrasting and problem-solving. The students become more able to express their pieces of opinion about several topics.

- **Communication skills (personal and academic).**

English 2 helps students become more fluent in English. After finishing the course, students will be able to communicate with others using correct English and write personal and academic texts with slight or minor mistakes.

- **Transferable Skills**

1. Students become able to analyze data, express arguments and solve problems.
2. They improve their communication skills in terms of speaking and writing.
3. They become more able to express their pieces of opinion effectively.

## Assessment instruments

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

<b><u>Allocation of Marks</u></b>	
<b>Assessment Instruments</b>	<b>Mark</b>
Midterm exam	<b>30</b>
Reports, research projects, quizzes, homework, Projects	<b>20</b>
Final examination	<b>50</b>
Total	<b>100</b>

## Documentation and academic honesty

- **Protection by copyrights**

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permission of the publisher or a license from the Copyright Licensing Agency Limited. ([www.cla.co.uk](http://www.cla.co.uk))

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/ academic calendar

## English 102 Course Contents

Week#	SKILLS	Unit Title	Page	Remarks
Week One 18 <sup>th</sup> -22 <sup>nd</sup> Oct		Orientation		
Week Two 25 <sup>th</sup> -29 <sup>th</sup> Oct	SPEAKING General discussion	UNIT 1 RELATIONSHIPS	9	Vocabulary Exercise 1 + Exercise2: Sayings about Relationships
Week Two	LISTENING AND SPEAKING	A Unlikely friends	10-11	Exercises 1-4 Speaking activity exercise 11 Pair work Friendships
Week Two	READING AND SPEAKING	B A Confused Generation	12-13	Prepare one minute presentation About China(5facts)
Week Three 1 <sup>st</sup> -5 <sup>th</sup> Nov	READING AND SPEAKING	B A Confused Generation	11-12	Assignment 11 Gap generation :examples
Week Three	SPEAKING	C HOW DOES FAMILY SHAPE YOU	14	Group discussion Exercise 8+9
Week Three	REAL LIFE SITUATIONS	D A face from the past	16	Role play Exercise 6
Week Four 8 <sup>th</sup> -12 <sup>th</sup> Nov	WRITING AN INFORMAL EMAIL	E News from Home	17	Exercises 1-7
Week Four	WATCHING AND DISCUSSING A VIDEO	F Immigrants	19	Role play
Week Four		HOW TO DO A PRESENTATION	20	
Week Five 15 <sup>th</sup> -19 <sup>th</sup> Nov	SPEAKING	UNIT 4 ART AND CREATIVITY	45	What is your favorite kind of entertainment?
Week Five	LISTENING AND SPEAKING	A All about Melbourne	46 -47	Assignment Ex 11
Week Five	SPEAKING AND LISTENING	B Reverse Graffiti	48-49	Exercise 13
Week Six 22 <sup>nd</sup> -26 <sup>th</sup> Nov	READING AND SPEAKING	B Reverse Graffiti	48-49	
Week Six	SPEAKING	C Exercise 8	50	Assignment Write 100 words about a song that you like.
Week Six	REAL LIFE SITUATIONS	D Personal Tastes	52	Write a dialogue

Week Seven 29 <sup>th</sup> Nov-3 <sup>rd</sup> Dec	WRITING AN ONLINE REVIEW OF A RESTAURANT	E You have to see this	53	Write a review of A restaurant or a company for a website.
Week Seven	DISCUSSION OF A VIDEO	F Urban Art	54	Role play and discussion
Week Seven	REVIEW OF UNIT 4	PRESENTATIONS		
Week Eight 6 <sup>th</sup> -10 <sup>th</sup> Dec	SPEAKING	UNIT 5 DEVELOPMENT	57	Vocabulary and discussion question
Week Eight	READING AND SPEAKING	A From Reality to Fantasy	59	Assignment Exercise 9-10
Week Eight	READING AND SPEAKING	A From Reality to Fantasy	60	Ideal place Where would you like to live?
Week Nine 13 <sup>th</sup> -17 <sup>th</sup> Dec	LISTENING AND SPEAKING	B The Kerala Model	60	Vocabulary
Week Nine	SPEAKING	B The Kerala Model	61	Exercise 10+p155
Week Nine	REAL LIFE SITUATION	D Evaluating a project	120	Making decisions
Week Ten 20 <sup>th</sup> -24 <sup>th</sup> Dec	WRITING A LETTER OF COMPLAINT	E A Disappointed Customer	65	Exercise 5
Week Ten	DISCUSSING A VIDEO	F Aquarium on Wheels	67	Vocabulary
Week Ten		PRESENTATIONS		
Week Eleven 27 <sup>th</sup> -31 <sup>st</sup> Dec	PRESENTATIONS	PRESENTATIONS	69	
Week Eleven	SPEAKING AND VOCABULARY	UNIT 6 ALTERNATIVE TRAVEL	70	
Week Eleven	READING AND SPEAKING	A Staycations	70- 71	Reading
Week Twelve 3 <sup>rd</sup> - 7 <sup>th</sup> Jan	READING AND SPEAKING	A Staycations	72	Speaking Assignment :staycation plan
Week Twelve	LISTENING AND SPEAKING	B Voluntourism	72	Discussion
Week Twelve	READING	C Unusual Places	74-75	Reading comprehension
Week Thirteen 10 <sup>th</sup> -14 <sup>th</sup> Jan	READING AND SPEAKING	C Unusual Places	75-76	Vocabulary
Week Thirteen	SPEAKING	C Unusual Places		Critical Thinking
Week Thirteen	REAL LIFE SITUATIONS	Job interview	76	Role play
Week Fourteen 17 <sup>th</sup> 21 <sup>st</sup> Jan	WRITING A CV OR RESUME	HANDOUTS	77	Discussion and writing Group work
Week Fourteen	DISCUSSION OF A VIDEO	East Timor	79	Exercise 7-8 vocabulary
Week Fourteen	PRESENTATIONS	PRESENTATIONS		

THE WORKBOOK EXERCISES SHALL BE ASSIGNED TO STUDENTS TO DO AS HOMEWORK  
THE INSTRUCTOR SELECTS THE EXERCISES WHICH SHE THINKS ARE MOST IMPORTANT.

### **Documentation and academic honesty**

- **Documentation style (with illustrative examples)**

- **MLA Style**

#### **Examples:**

##### **Book, more than one author:**

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

##### **Book, more than one author**

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

#### **Expected workload:**

On average, students need to spend 2 hours of study and preparation for each 50-minute lecture/tutorial.

#### **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. *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
4. Speed, Skimming and Scanning & Reading for Pleasure. Lincolnwood.
5. Fairbairn, Gavin (1991). Reading, Writing and Reasoning: A Guide for Students .Open University Press.
6. 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 & Martinent, (1994). A Practical English Grammar ,Oxford University Press.

### **Listening References**

1. Brown ,Gillian. Listening to Spoken English. Longman, 1990
2. Revel Jane breary barry Listening advanced oxford university press, 1988
3. Maley Alan Monlding Sandra. Learning to listen tasks for developing listening skills Cambridge university press, 1981

### **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

## **2. Websites**

### **Listening :**

[www.englishlistening.com](http://www.englishlistening.com)

[www.esl-lab.com](http://www.esl-lab.com)

[www.ello.org/](http://www.ello.org/)

[www.npr.org](http://www.npr.org)

[www.voanews.com](http://www.voanews.com)

### **Speaking:**

[www.englishclub.com](http://www.englishclub.com)

[www.soundsofenglish.org](http://www.soundsofenglish.org)

[www.eslcafe.com](http://www.eslcafe.com)

### **Reading:**

[www.bbc.co.uk/world](http://www.bbc.co.uk/world)

### **Writing:**

[www.writing-world.com](http://www.writing-world.com)

### **Grammar:**

[www.eslcafe.com](http://www.eslcafe.com)

[english-zone.com/grammar/index.html](http://english-zone.com/grammar/index.html)

[www.englisch-ilfen.de/en/grammar/adverbs\\_position.htm](http://www.englisch-ilfen.de/en/grammar/adverbs_position.htm)

### **Games:**

[www.languagegames.org](http://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>



