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| Philadelphia University |  PHILADELPHIA UNIVERSITY THE WAY TO THE FUTURE | Approval date: |
| Faculty: Language Center | | Issue: |
| Department | | Credit hours:3 |
| Academic year 2021/2022 | | Bachelor |

Course information

| Course# | Course title | Prerequisite |
|--|---------------------------|-------------------------|
| 0130103 | English skills 103 | English Skills 2 |
| Course type | | Room # |
| <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 | | |

Instructor Information

| Name | Office No. | Phone No. | Office Hours | E-mail |
|----------------------------|------------|-----------|--------------|--|
| Dr Laika Al Hammuri | | | | lhammuri@philadelphia.edu.jo |

Course Delivery Method

| Course Delivery Method | | | |
|---|-------------|--------------|----------|
| <input type="checkbox"/> Physical <input type="checkbox"/> Online <input checked="" type="checkbox"/> Blended | | | |
| Learning Model | | | |
| Precentage | Synchronous | Asynchronous | Physical |
| | 20% | | 80% |

Course Description

English Skills 103 is an advanced course that aims at improving student's ability and accuracy in the use of professional English. The course adopts both theoretical and practical methods. It focuses mainly on developing students' verbal skills such as listening, speaking, critical thinking and video watching and nonverbal skills such as writing and vocabulary through an integrated approach. It also aims at providing students with tools to be effective communicators in English.

Students practice job interviews, role plays and storytelling as well as writing resumes, essays, and cover letters. 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 student's ability to listen to others.
2. Listening effectively, persuading others, asking questions and developing proper dialogues.
3. Dealing with positive and negative situations 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. Preparing resumes in Arabic and English in a professional manner.
7. Making a positive impression during personal and professional interviews.
8. Working in a team at workplace efficiently and effectively.
9. Negotiating and dealing with others professionally.
10. 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.

Custom Out comes:

1. Understanding and analyzing various types of passages and finding the meaning of the words from context
2. Write well organized resumes, cover letters, argumentative and descriptive essays and formal emails
3. Understand and analyze different pictures, and interviews.
4. Develop students' own critical thinking skills
5. Express oneself fluently and accurately in job interviews and business presentations.
7. Use idioms and different expressions correctly.
8. students become more interested and engaged in activities, more active, motivated and confident in their communicative language competence by using videos

Course Learning Outcomes

| Number | Outcomes | Corresponding Program outcomes |
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| Knowledge | | |
| K1 | Writing: write well organized opinion essays and reports for a variety of advanced purposes. Describe the differences between formal and informal emails in terms of layout and content. Write well organized resumes, cover letters, and formal reports. Understand the importance of using parallel structure and adverbial phrases in writing. | K2 |
| K2 | Listening: Develop strategies of active listening in a variety of advanced formats Demonstrate understanding of a variety of media texts Listen to and respond appropriately to spoken discourse in professional contexts | K3 |
| K3 | Speaking/Real life: Know how to present oneself, give a talk, make recommendations, use rhetorical questions and concede a point fluently and accurately. Use language functions in different situations appropriately. | K3 |
| K4 | Reading: Comprehend long texts and carry out reading activities, talk about the main ideas, elaborate on the main themes of each paragraph, and evaluate the style of the text. Vocabulary: Know how to use phrasal verbs and idioms appropriately. Understand the different uses of adjectives and adverbs collocations. Comprehend the different meanings of some high frequency words. Visual pictures Discuss the meaning behind each picture and express one's view. Videos: Comprehend and understand the topic and ideas of videos. Critical thinking: Know how to develop an argument and counter argument, differentiate between facts and opinions and identify text types and aims. | K3 |

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| Skills | | |
| S1 | Writing: Use appropriate organizational patterns to create a variety of - advanced written work. Apply knowledge of the conventions of language (spelling, punctuation, grammar and usage). Revise written work for accuracy, clarity, correctness with the assistance of peers. Produce well organized and coherent essays with a topic. sentence, supporting sentence and concluding sentence Exchange emails with a student in an English-speaking country | S2 |
| S2 | Listening: Listen to identify the main idea, take notes to remember information when listening. Answer questions about information and ideas after listening. Explain the main message behind a media advertisement | |
| S3 | Speaking: Participate in discussions and conversations in a variety of advanced context. Take part in a variety of well-prepared advanced presentations to class. produce a video presenting information in a particular area of study. use grammatically correct language in a variety of contexts. Videos: Plan and deliver a project that uses DV. Vocabulary: Use the words in different contexts correctly. Visual pictures: Analyze pictures Reading: Use reading strategies to understand a variety of advanced texts. Critical thinking: Exchange ideas and express different opinions on a topic. | |
| Competencies | | |
| C1 | Speaking: Practice speaking English in a specific real-life situation. Present different topics and lead a team as a group work. | C1 |
| C2 | Listening: Discover main ideas and details of interviews and dialogues. | |

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| C3 | <p>Reading: Find out the main idea and information of various texts. Skim texts to deduce and infer the meaning of the text. Scan texts for specific purposes. Agree or disagree with an author's point of view. Make inferences based on explicit and implicit information in texts.</p> <p>Vocabulary: Use idioms and colloquial words correctly in different situations</p> <p>Visual pictures: Explain the meaning behind various pictures.</p> <p>Video: Understand the main idea of a video.</p> <p>Critical thinking: Express an argument and counter argument.</p> <p>Writing: Writing well organized resumes, cover letters, essays and formal reports</p> | |

Learning Resources

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| Course textbook | 1. Paul Dummett, John Hughes, & Helen Stephenson (2015), Life 6 . National Geographic Learning 2. Paul Dummett, John Hughes, & Helen Stephenson. (2015) Life 6. (Work book). National Geographic Learning |
| Supporting References | <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 |

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| | Speed, Skimming and Scanning & Reading for Pleasure. Lincolnwood. 3. Fairbairn, Gavin (1991). Reading, Writing and Reasoning: A Guide for Students .Open University Press. |
| Supporting websites | www.Cengage.com Listening : www.englishlistening.com www.esl-lab.com www.elllo.org/ www.npr.org www.voanews.com Speaking: www.englishclub.com www.soundsofenglish.org www.eslcafe.com Writing: www.writing-world.com 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 Learning platform <input checked="" type="checkbox"/> Other |

Meetings and subjects timetable

| Week | Topic | Learning Methods | Tasks | Learning Material |
|------|---|--------------------------------------|-------|----------------------|
| 1 | Unit 1: Lessons for Life Speaking & Vocabulary p.9Ex 1,2,3 Reading: Learning from the past p.10 Speaking p11 Ex 9,10 | Course book Critical thinking | | text book references |

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|----|--|--|--------------|----------------------------------|
| | Listening: Who do you think you are? p 12& 13 Vocabulary Ex 6 p 13 | | | |
| 2 | Speaking Ex 10, 11 Page 13 Reading: Immortal Words page 14, 15 Listening: Tell me about yourself Ex 1-7 p. 16 Writing: Application Letter p.17 Video: Arctic Wisdom p.18,19 | Discussion/ group learning activity – based learning debates | Home work | PowerPoint slides |
| 3 | Unit 3: Four Walls speaking & vocabulary p.33 Ex 1-4listening: Compact space p34 | role-play | Presentation | Videos /web sites /YouTube |
| 4 | Vocabulary & speaking ex10-12 p. 35 Ex 13,14 | games | | Audio |
| 5 | Reading: Old New Towns p. 36 Speaking ex 10 p37 Reading The paper Architect p.38,39 | Video watching | | Games |
| 6 | Listening p. 40A public project Ex 1-7 Video p43 Denmark Bridge | | | |
| 7 | Unit 4: Innovation | | | |
| 8 | Speaking & vocabulary ex 12,13 Page 45 Listening p.46 ex1-5 Phrasal verbs come Ex 6,7 | | | |
| 9 | Speaking page 47ex 12 Reading Fold everything ex 1-4 page48-49 Idioms ex 5,6 Speaking ex 10 Reading: The shoe Giver p. 50-51 | | | |
| 10 | Listening: The Elevator Pitch p 52 Writing p 53Ex 1-7 Describing How things work Video: Ethical Ocean Page 54-55 | | | |
| 11 | Unit 6: Body Matters | | | |
| 12 | Speaking & vocabulary Ex 1-3 P 69 Reading Exercise around the world p 70 | | | |
| | Speaking p 71 ex 10,11 Vocabulary & listening p 72 No pain No Gain Speaking p 73 ex 14 Reading p 74-75 The enigma of Beauty Listening p 76 a bold Initiative ex 1-5 Writing p 77 A formal report Video free running p 78-79 | | | |
| 14 | Unit: The Music in us speaking & vocabulary p. 105 ex 1-3 | | | |

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|-----------|--|--|--|--|
| | Reading p 106 world music Speaking & vocabulary p 107 ex 8 Listening p 108 Speaking p 109 ex 11 Reading p110-111 one love | | | |
| 15 | Listening p112 desert islands disco ex 1-6 Writing p113 a description of traditional type of dancing Video 114 -115 biopic | | | |
| 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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| Get information from the net Answer exercises from different sites on the net Play games on the net |
| Communication skills |
| Present a topic in class |
| Application of concepts learnt |
| talk about a certain topic in a video |

Assessment Methods and Grade Distribution

| Assessment Methods | Grade Weight | Assessment Time (Week No.) | Link to Course Outcomes |
|------------------------------|--------------|----------------------------|-------------------------|
| Mid Term Exam | % 30 | | K1, k2 k4 |
| Various Assessments * | % 30 | | S1 c1 |
| Final Exam | % 40 | 29/1/2021-5/2/2021 | |
| 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 | Writing: write well organized opinion essays and reports for a variety of advanced purposes Describe the differences between formal and informal emails in terms of layout and content | Lecture | Mid Term Exam: Multiple choice exam |

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| | Write well organized resumes, cover letters, and formal reports understand the importance of using parallel structure and adverbial phrases in writing | | |
| K2 | Listening: Develop strategies of active listening in a variety of advanced formats Demonstrate understanding of a variety of media texts Listen to and respond appropriately to spoken discourse in professional contexts | | Homework discussion |
| K3 | Speaking/Real life: Know how to present oneself, give a talk, make recommendations, use rhetorical questions and concede a point fluently and accurately Use language functions in different situations appropriately | Discussion | Project |
| | Skills | | |
| S1 | Speaking: Participate in discussions and conversations in a variety of advanced context Take part in a variety of well-prepared advanced presentations to class produce a video presenting information in a particular area of study use grammatically correct language in a variety of contexts | Presentation | video |

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| S2 | Vocabulary: Use the words in different contexts correctly Visual pictures: Analyze pictures Reading: Use reading strategies to understand a variety of advanced texts Critical thinking: Exchange ideas and express different opinions on a topic | Project | |
| S3 | Videos: Plan and deliver a project that uses DV. | | Reference assessment |
| Competencies | | | |
| C1 | Reading: Find out the main idea and information of various texts skim texts to deduce and infer the meaning of the text Scan texts for specific purposes Agree or disagree with an author's point of view Make inferences based on explicit and implicit information in texts | Solve problems | Peer assessment |
| C2 | Vocabulary: Use idioms and colloquial words correctly in different situations Visual pictures: Explain the meaning behind various pictures Video: Understand the main idea of a video critical thinking: Express an argument and counter argument Writing: Writing well organized resumes, cover letters, - essays and formal reports | Critical thinking | Formative assessment Final assessment |
| C3 | Video: Understand the main idea of a video critical thinking: Express an argument and counter argument Writing: Writing well organized resumes, cover letters, - essays and formal reports | | Final Exam |

* 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 |
|-----------|--|-------------------------|-----------------------------|--------------------------|
| K1 | Writing: write well organized opinion essays and reports for a variety of advanced purposes Describe the differences between formal and informal emails in terms of layout and content Write well organized resumes, cover letters, and formal reports understand the importance of using parallel structure and adverbial phrases in writing | English skills 3 | Multiple choice exam | 75% should get 70 |
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| | Listening: Develop strategies of active listening in a variety of advanced formats Demonstrate understanding of a variety | | Speaking Exam | |

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| | <p>of media texts</p> <p>Listen to and respond appropriately to spoken discourse in professional contexts</p> | | | |
| | <p>Speaking/Real life:</p> <p>Know how to present oneself, give a talk, make recommendations, use rhetorical questions and concede a point</p> <p>fluently and accurately</p> <p>Use language functions in different situations appropriately</p> | | | |
| | <p>Reading:</p> <p>Comprehend long texts and carry out reading activities, talk about the main ideas, elaborate on the main themes of each paragraph, and evaluate the style of the text</p> <p>Vocabulary:</p> <p>Know how to use phrasal verbs and idioms appropriately</p> <p>Understand the different uses of adjectives and adverbs collocations</p> <p>Comprehend the different meanings of some high frequency words</p> <p>Visual pictures</p> <p>Discuss the meaning behind each picture and express one's view</p> <p>Videos:</p> <p>Comprehend and understand the topic and ideas of videos</p> <p>Critical thinking:</p> <p>Know how to develop an argument and counter argument, differentiate between facts and opinions and identify text types and aims.</p> | | | |
| S1 | <p>Writing:</p> <p>Use appropriate organizational - patterns to create a variety of advanced written work</p> <p>Apply knowledge of the conventions of language (spelling, punctuation, grammar and usage)</p> <p>Revise written work for accuracy, clarity, correctness with the assistance of peers</p> | | | |

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| | Produce well organized and coherent essays with a topic sentence, supporting sentence and concluding sentence Exchange emails with a student in an English-speaking country | | | |
| C1 | Listening: Listen to identify the main idea, take notes to remember information when listening Answer questions about information and ideas after listening Explain the main message behind a media advertisement | | | |
| | Speaking: Participate in discussions and conversations in a variety of advanced context Take part in a variety of well-prepared advanced presentations to class produce a video presenting information in a particular area of study use grammatically correct language in a variety of contexts Videos: plan and deliver a project that uses DV. Vocabulary: Use the words in different contexts correctly Visual pictures: Analyze pictures Reading: Use reading strategies to understand a variety of advanced texts Critical thinking: Exchange ideas and express different opinions on a topic | | | |
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Description of Program Learning Outcome Assessment Method

| Number | Detailed Description of Assessment |
|--------|--|
| K1 | <p>Mid Term Exam (Multiple choice questions)</p> <p><i>The exam contains 30 questions, totaling 30 marks.</i></p> <p>1. Basic Notions (Reading & Vocabulary)</p> <p><i>The aim of the questions in this part is to evaluate the required minimal student knowledge and skills.</i></p> <p>2. Familiar Problems Solving (writing)</p> <p><i>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.</i></p> <p>3. Problems Solving (unseen passage, Critical Thinking, real life)</p> <p>Objectives. <i>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.</i></p> |
| S1 | <p>Speaking Exam:</p> <p>Presentation: students choose a topic and present it orally in class (10 marks)</p> |
| C1 | <p>Final Exam (Multiple choice questions)</p> <p><i>The exam contains 40 questions, totaling 40 marks.</i></p> |

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| | <p>1. Basic Notions (Reading & Vocabulary)</p> <p><i>The aim of the questions in this part is to evaluate the required minimal student knowledge and skills.</i></p> <p>2. Familiar Problems Solving (writing)</p> <p><i>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.</i></p> <p>3. Problems Solving (unseen passage, Critical Thinking, real life)</p> <p>Objectives. <i>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.</i></p> |
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Assessment Rubric of the Program Learning Outcome

| Listening | Reading | Listening | Speaking | Writing | Vocabulary |
|--------------------------------------|--|-----------|--------------------------|------------------|---------------|
| Summarize what the speaker is saying | Comprehends Identifies theme or message and supporting details Summarizes with evidence Makes inferences Interprets vocabulary | | Fluency | Content /IDEAS. | Classifying |
| Ability to focus | | | Accuracy | ORGANIZATION | Investigation |
| Listening for details | | | Pronunciation and accent | WORD CHOICE | |
| General understanding | | | Vocabulary | SENTENCE FLUENCY | |

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| | | | Grammar Details | Spelling, punctuation | |
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