

Syllabus

1	Course title	English in Use
2	Course number	2201113
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	
5	Program title	B.A. in Applied English
6	Program code	2201
7	Awarding institution	University of Jordan
8	School	Faculty of Foreign Languages
9	Department	Department of Linguistics
10	Level of course	First Year
11	Year of study and semester (s)	2021/2022 , 2 nd Semester
12	Final Qualification	B. A.
13	Other department (s) involved in teaching the course	--
14	Language of Instruction	English
15	Teaching methodology	<input type="checkbox"/> Blended <input checked="" type="checkbox"/> Online <input type="checkbox"/> face-to-face
16	Electronic platform(s)	<input checked="" type="checkbox"/> e-learning <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
17	Date of production/revision	February 2022

18 Course Coordinator:

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Phone number:

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Office Hours: On Mondays and Wednesdays 11.45-12.45 or by appointment

19 Other instructors:

Name:

Office number:-

Phone number:

Email:

Name:

Office number:

Phone number:

Email:

20 Course Description:

As stated in the approved study plan.

This course focuses on developing reading and listening skills at the upper intermediate level. Students will be exposed to a variety of text genres that aim at building up their vocabulary and learning strategies (by doing a variety of activities such as skimming, scanning, synthesizing, note taking, and a more purposeful integration of critical thinking) which in return help to build confidence and success. It also gives students an essential set of tools to ensure they master not only the writing process, but also the grammatical structures

21 Course aims and outcomes:

A- Aims: (PLOs)

1. Demonstrate a mastery of the reading skills such as predicting, identifying main ideas and details, skimming, scanning and making inferences.
2. Develop reading skills by engaging students in reading tasks from various types of texts in academic and non-academic contexts.
3. Demonstrate a mastery of listening skills such as predicting, identifying main ideas and details, note taking and making inferences.
4. Develop listening skills by engaging students in listening tasks, from VOA and ESL lab websites, that cover various types of genres.
5. Implement analogical strategies to predict the meaning of vocabularies and to make inferences.

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6. Discuss various topics covered in the book and in the listening exercises nature with reference to relevant acquisition principles and implications for teaching and learning.
7. Apply professionally the reading and listening skills and techniques on texts and recordings from various genres.
8. Produce spoken and written texts for a specific disciplinary context using appropriate structure and language features.
9. Utilize scientific research methodologies, higher order thinking skills, critical thinking and creativity in analyzing and observing issues related to the knowledge and skills of the English language.
10. Use information and communication technology to access databases and international information to develop knowledge, skills, and to generate new knowledge in applied English field.
11. Show respect of cultural diversity, ethics and professional behavior through interacting with and demonstrating appreciation of different literary and linguistic works from a variety of cultures.

B- Intended Learning Outcomes (CLOs):

Upon successful completion of this course, students will be able to:

No.	Course Learning Outcomes	Program Outcomes											Assessment Tools												
		1	2	3	4	5	6	7	8	9	10	11	1	2	3	4	5	6	7	8	9	10			
1	Predict the content of the reading text based on a photograph and/or the title.	X	X						X	X		X			X		X			X					X
2	Answer the introductory questions by activating prior knowledge.		X			X		X	X						X		X			X					X
3	Scan for supporting ideas (Support answers with information from a text.)	X	X			X	X	X	X			X			X		X			X					X
4	Differentiate between main ideas and details.	X	X	X	X	X	X	X	X	X	X	X			X		X			X					X
5	Find correlations between two texts.	X	X			X	X	X	X	X	X	X			X		X			X					X
6	Organize and synthesize information in different texts.	X	X	X	X	X	X	X	X	X	X	X			X		X			X					X
7	Express opinions about specific topics/issues.								X	X	X	X					X	X							X

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		-Reading Techniques as scanning and skimming			assignments	
2	2.1	Orientation -Types of reading -Reading Techniques as scanning and skimming	1,2,5	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>
	2.2	Orientation -Types of reading -Reading Techniques as scanning and skimming	1,2,5	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>
	2.3	- Orientation -Types of reading -Reading Techniques as scanning and skimming	1,2,5	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>
3	3.1	“Untruth and Consequences”	1,2,5	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>
	3.2	“Untruth and Consequences”	1,2,5	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>
	3.3	“Untruth and Consequences”	1,2,5	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>
4	4.1	“Untruth and Consequences”	1,2,5	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>

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	4.2	“Untruth and Consequences”	1,2,5	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>
	4.3	“Untruth and Consequences”	1,2,5	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>
5	5.1	Listening comprehension, strategies -Note taking	3-7	Face to face meeting	Listening exam, listening assignments	<i>VOA. ESL lab</i>
	5.2	Listening comprehension, strategies -Note taking	3-7	Face to face meeting	Listening exam, listening assignments	<i>VOA. ESL lab</i>
	5.3	Listening comprehension, strategies -Note taking	3-7	Face to face meeting	Listening exam, listening assignments	<i>VOA. ESL lab</i>
6	6.1	Listening comprehension, strategies -Note taking	3-7	Face to face meeting	Listening exam, listening assignments	<i>VOA. ESL lab</i>
	6.2	Listening comprehension, strategies -Note taking	3-7	Face to face meeting	Listening exam, listening assignments	<i>VOA. ESL lab</i>
	6.3	Listening comprehension, strategies -Note taking	3-7	Face to face meeting	Listening exam, listening assignments	<i>VOA. ESL lab</i>
7	7.1	““Dreams Never Die”	1,2,5-7	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>
	7.2	““Dreams Never Die”	1,2,5-7	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>

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	7.3	""Dreams Never Die"	1,2,5-7	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>
8	8.1	""Dreams Never Die"	1,2,5-7	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>
	8.2	""Dreams Never Die"	1,2,5-7	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>
	8.3	""Dreams Never Die"	1,2,5-7	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>
9	9.1	Listening for details	3-7	Face to face meeting	Listening exam, listening assignments	<i>VOA. ESL lab</i>
	9.2	Listening for details	3-7	Face to face meeting	Listening exam, listening assignments	<i>VOA. ESL lab</i>
	9.3	Listening for details	3-7	Face to face meeting	Listening exam, listening assignments	<i>VOA. ESL lab</i>
10	10.1	Listening for details	3-7	Face to face meeting	Listening exam, listening assignments	<i>VOA. ESL lab</i>
	10.2	Listening for details	3-7	Face to face meeting	Listening exam, listening assignments	<i>VOA. ESL lab</i>
	10.3	Listening for details	3-7	Face to face meeting	Listening exam, listening assignments	<i>VOA. ESL lab</i>

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11	11.1	“The Grass is Always Greener”	1,2,5-7	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>
	11.2	“The Grass is Always Greener”	1,2,5-7	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>
	11.3	“The Grass is Always Greener”	1,2,5-7	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>
12	12.1	“The Grass is Always Greener”	1,2,5-7	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>
	12.2	“The Grass is Always Greener”	1,2,5-7	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>
	12.3	Listening drills	3-7	Face to face meeting	Written exam, assignments	<i>Assigned textbooks</i>
13	13.1	Listening drills	3-7	Face to face meeting	Listening exam, listening assignments	<i>Assigned textbooks</i>
	13.2	Listening drills	3-7	Face to face meeting	Listening exam, listening assignments	<i>Assigned textbooks</i>
	13.3	Listening drills	3-7	Face to face meeting	Listening exam, listening assignments	<i>Assigned textbooks</i>
14	14.1	Revision	3-7	Face to face meeting		
	14.2	Revision	3-7	Face to face meeting		
	14.3	Revision	3-7	Face to face meeting		

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15	15.1	Revision	3-7	Face to face meeting			
	15.2	Revision	3-7	Face to face meeting			
	15.3	Final Exam					

23 Evaluation Methods:

Opportunities to demonstrate achievement of the ILOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	Intended Learning outcome	Period (Week)	Platform
Quiz	10	Assigned topics	1-8	1-15	In class
presentations	10	Assigned topics	1-8	1-15	In class
Midterm	30	Week 1-8 topics	1-8	8	In class
Final	50	All topics	1-8	15	In class

24 Course Requirements

Students should have a computer, internet connection, webcam, and account on a Microsoft Teams.

25 Course Policies:

A- Attendance policies:

As per the University Regulations.

B- Absences from exams and submitting assignments on time:

As per the University Regulations.

C- Health and safety procedures:

Please attend all exercise and follow the safety instructions on the walls and the student's booklet.

D- Honesty policy regarding cheating, plagiarism, misbehavior:

As per the University Regulations.

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E- Grading policy:

As explained above in 23.

F- Available university services that support achievement in the course:

Please ask me or your academic advisor for any help or support.

26 References:

A- Required book(s), assigned reading and audio-visuals:

English, Andrew.K., English, Laura.M. (2009).*North Star, Level 4: Reading and Writing*, Third Edition. London: Longman

Bell, Nick. (2015). *Reading Skills: How to Read better and Faster*. Washington: Create Space Independent Publishing Platform.

Brummet, Barry. (2009).*Techniques of Close Reading*. California: SAGE Publications Inc.

Burke, Jim. (2000). *Reading Reminders: Tools, Tips and Techniques*. Portsmouth: Cook Publishers Inc.

Daniels, David. (2014). *Comprehension Speed Reading*. Washington: Create Space Independent Publishing Platform.

Mikulecky, Beatrice. (2007). *Advanced Reading Power: Extensive Reading, Vocabulary Building, Comprehension Skills, Reading Faster*. London: Longman Ltd.

27 Additional information:

Assignment Score _____



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Name of Course Coordinator: -----Signature: ----- Date: -----

Head of Curriculum Committee/Department: ----- Signature: -----

Head of Department: ----- Signature: -----

Head of Curriculum Committee/Faculty: ----- Signature: -----

Dean: ----- Signature: -----