Course Syllabus

1	**Course title**	Debate and Reading Italian
2	**Course number**	2203424
3	**Credit hours**	3
	Contact hours (theory, practical)	3
4	**Prerequisites/Co requisites**	2203227
5	**Program title**	Italian-English
6	**Program code**	2204
7	**Awarding institution**	The University of Jordan
8	**School**	Foreign Languages
9	**Department**	European Languages
10	**Level of course**	Fourth year
11	**Year of study and semester (s)**	First semester
12	**Final Qualification**	BA in Italian-English.
13	**Other department (s) involved in teaching the course**	None
14	**Language of Instruction**	Italian
15	**Delivery method**	☒Face-to-Face ☐ Blended ☐Fully online
16	**Online platform(s)**	☒E-learning ☐Microsoft Teams ☐Moodle ☐Others: ☐WhatsApp
17	**Issuing/Revision Date**	Jan 2024

18. Course Coordinator:

Name:Prof. Yazeed Hammouri
Office number:
Phone number:
Email:hyazeed@ju.edu.jo

19. Other instructors:

Name:
Phone number:
Email:

20. Course Description:

As stated in the approved study plan.

This course introduces the skills of debate, effective reading and inferential thinking through the use of selected texts. The student should be able to recognize the structure of the text and to utilize the acquired vocabulary, expressions and structures in his discussion.

21. Course aims and outcomes:

A- A Program learning outcomes (PLO's)

1. Analyze and explain conventional narrative and descriptive texts (spoken and written) related to describing people, places, and things.

2. Analyze, discuss, and critique the grammatical system and function of natural human language in Italian and English languages, and develop his/her abilities in phonetics, phonology, morphology, syntax, semantics, discourse analysis, and pragmatics.

3. Develop his/her Italian and English language skills and engage effectively in communicative tasks and activities in academic and non-academic contexts.

4. Analyze and evaluate major literary works, genres, periods, and critical approaches in Italian and English literature.

5. Show respect to cultural diversity, ethics, and professional behavior and show appreciation to different literary works from a variety of cultures.

6. Use information and communication technology to access global databases and information to develop his/her knowledge and skillsand use them in generating new knowledge in Italian and English literary and linguistic texts.

7. Analyze Italian and English linguistic and cultural features critically for the purposes of teaching Italian and English as a foreign language in a wide range of contexts.

8. Identify scientific research principles and use higher order thinking skills, critical and creative thinking in analyzing, evaluating, and discussing issues related to the knowledge and skills of the Italian and English languages and literature.

9. Work efficiently within a team and bears the responsibility arising from it as a specialist in the Italian and English languages and practices his/her work within the value system of society and its general ethics.

B- Course 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	1	2	3	4	5	6	7	8	9	10
1	Differentiate between detailed/ selective/ global reading,	X	X				X						X	X	X						X
2	Apply their methods of taking notes (key words) and realize the importance of general knowledge and expectations before reading the text, in order to reply to the given tasks.	X		X			X		X				X	X	X						X
3	correlating the appropriate reading style with the reading goal in question and differentiating	X	X			X	X						X	X	X						X

	between Italian texts in newspapers and magazines announcements, internet sites, texts in literature, short stories, the texts critically, analyse them, discuss the methods of interpretation and compare the topics to Jordan,																		
4	differentiating between Italian formal and informal written language and use the various current texts in Italy and compare them to Jordan,	X	X			X		X	X		X	X	X				X
5	Display better cross-cultural communication skills via comparing different cultures and understand and learn about the life as well as culture in Italy compared to Jordan.	X	X		X	X					X	X	X				X
6	preparing their oral and written interpretations creatively	X		X	X	X				X	X	X				X

22. Topic Outline and Schedule:

Week	Lecture	Topic	Teaching Methods*/platform	Evaluation Methods**	References	Course Learning Outcomes
1	1.1	Private vs. public school	Face to face	In class tasks	*Internet websites*	1,2,3,5,6
	1.2	Private vs. public school	Face to face	In class tasks	*Internet websites*	1,2,3,5,6
	1.3	Private vs. public school	Face to face	In class tasks	*Internet websites*	1,2,3,5,6
2	2.1	Private vs. public university	Face to face	In class tasks	*Internet websites*	2, 5, 6
	2.2	Private vs. public university	Face to face	In class tasks	*Internet websites*	2, 5, 6
	2.3	Private or public university	Face to face	In class tasks	*Internet websites*	2, 5, 6
3	3.1	Digital vs. paper books	Face to face	In class tasks	*Internet websites*	2, 5, 6,
	3.2	Digital vs. paper books	Face to face	In class tasks	*Internet websites*	2, 5, 6
	3.3	Digital vs. paper books	Face to face	In class tasks	*Internet websites*	2, 5, 6
4	4.1	With or without Internet	Face to face	In class tasks	*Internet websites*	2, 5, 6,
	4.2	With or without Internet	Face to face	quiz	*Internet websites*	2, 5, 6,8
	4.3	With or without Internet	Face to face	In class tasks	*Internet websites*	2, 5, 6
5	5.1	Eating at home vs. outside	Face to face	In class tasks	*Internet websites*	5, 6
	5.2	Eating at home	Face to face	In class tasks	*Internet websites*	5, 6

		vs. outside				
	5.3	Eating at home vs. outside	Face to face	In class tasks	*Internet websites*	5, 6
6	6.1	Travelling inside vs. outside	Face to face	In class tasks	*Internet websites*	5, 6
	6.2	Travelling inside vs. outside	Face to face	In class tasks	*Internet websites*	5, 6
	6.3	Travelling inside vs. outside	Face to face	In class tasks	*Internet websites*	5, 6
7	7.1	Living in cities or in periphery	Face to face	In class tasks	*Internet websites*	5, 6
	7.2	Living in cities or in periphery	Face to face	In class tasks	*Internet websites*	5, 6
	7.3	Living in cities or in periphery	Face to face	In class tasks	*Internet websites*	5, 6
8	8.1	Women's work	Face to face	In class tasks	*Internet websites*	2, 5,6
	8.2	Women's work	Face to face	assignments	*Internet websites*	2, 5, 6
	8.3	Women's work	Face to face	In class tasks	*Internet websites*	2, 5, 6
9	9.1	Smart phones in hands of children	Face to face	In class tasks	*Internet websites*	5, 6
	9.2	Smart phones in hands of children	Face to face	In class tasks	*Internet websites*	5, 6
	9.3	Smart phones in hands of children	Face to face	In class tasks	*Internet websites*	5, 6
10	10.1	Electric vs. benzene cars	Face to face	In class tasks	*Internet websites*	5, 6
	10.2	Electric vs. benzene cars	Face to face	In class tasks	*Internet websites*	5, 6
	10.3	Electric vs. benzene cars	Face to face	In class tasks	*Internet websites*	5, 6
11	11.1	Vegetarian vs. herbivore	Face to face	In class tasks	*Internet websites*	2, 5, 6
	11.2	Vegetarian vs. herbivore	Face to face	In class tasks	*Internet websites*	2, 5, 6
	11.3	Vegetarian vs. herbivore	Face to face	In class tasks	*Internet websites*	2, 5, 6
12	12.1	Optimism vs. pessimism	Face to face	In class tasks	*Internet websites*	5, 6
	12.2	Optimism vs. pessimism	Face to face	In class tasks	*Internet websites*	5, 6
	12.3	Optimism vs. pessimism	Face to face	In class tasks	*Internet websites*	5, 6
13	13.1	Smoking vs. no	Face to face	In class tasks	*Internet websites*	5, 6
	13.2	Smoking vs. no	Face to face	In class tasks	*Internet websites*	5, 6
	13.3	Smoking vs. no	Face to face	In class tasks	*Internet websites*	5, 6
14	14.1	Optimism vs. pessimism	Face to face	In class tasks	*Internet websites*	2, 5, 6
	14.2	Optimism vs. pessimism	Face to face	In class tasks	*Internet websites*	2, 5, 6
	14.3	Optimism vs. pessimism	Face to face	In class tasks	*Internet websites*	2, 5, 6

15	15.1	Revision	Face to face	Quiz	*Internet websites*	1-6
	15.2	Revision	Face to face/ teams	assignments	*Internet websites*	1-6
	15.3	Revision	Face to face/ teams	assignments	*Internet websites*	1-6

- Teaching methods include: Synchronous lecturing/meeting; Asynchronous lecturing/meeting
- Assessment methods include: 1. quizzes, 2. assignments, 3. midterm, 4. projects, 5. interview, 5. case studies, 6. presentation, 7. Filed study 8. Term papers, 9. Student portfolio, 10. Final exam

23. Evaluation Methods:

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

Evaluation Activity	Mark	Topic(s)	Period (Week)	Platform	Course Learning outcome
Participation and assignment	10%	All topics included	Throughout the whole semester	In class /MS teams/ moodle	1-6
Project	10%	All topics included	Throughout the whole semester	In class /MS teams/ moodle	1-6
Mid-term exam	30%	All topics achieved, included	Mid-term period	In class /paper exam	1-6
Final exam	50%	All topics included	Finals' period	In class paper exam	1-6

Rubric for correcting tasks and assessment

Dimension	Exemplary 4	Competent 3	Emerging 2	Failing 1
Topic Understanding	Students should clearly understood the topic in depth and presented their information forcefully and convincingly	Students seemed to understand the main points of the topic and presented those with simplicity	Studentsseemed to understand the main points of the topic, but couldn't present them easily	Studentsdid not show an adequate understanding of the topic
Information	All information presented clearly, accurately and exhaustively	Most information presented clearly and precisely, but not thoroughly	Some information Presented accurately, but others irrelatively	Information presented inaccurately and unclearly

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Communicating Facts/Statistics	All pointsare well supported with several relevant facts, statistics and/or examples	All pointsare supported with facts, statistics and/or examples, but some irrelevant	Some points are supported well, others are not	All presented points are not supported
Counterevidence	All counter-arguments presented accurately , relevantly and strongly	Most counter-arguments Presented accurately and relevantly, but some weakly	Some counter arguments presented weakly and irrelevantly	Counter-arguments Presentedinaccurately and/or relevantly

24. Course Requirements

 (e.g: students should have a computer, internet connection, webcam, account on a specific software/platform…etc):

25. Course Policies:

A- Attendance policies:

B- Absences from exams and submitting assignments on time:

C- Health and safety procedures:

D- Honesty policy regarding cheating, plagiarism, misbehavior:

E- Grading policy:

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

26. References:

A- Required book(s), assigned reading and audio-visuals:
Manuale di lettura espressiva. Tecniche, esercizi, accorgimenti per leggere e comunicare con efficacia
Francesco Schipani 2017. La Rondine edizioni
Imparare a esprimersi. Manuale di comunicazione. Luigi Zizzari 2023. Ilmiolibroself publishing

B- Recommended books, materials and media:
Online Materials: https: //it.pearson.com/aree-disciplinari/italiano/rubriche/debate-metodo-didattico.html

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27. Additional information:

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Name of Course Coordinator: **Prof. Yazeed Hammouri** –Signature:
Date: **Nov. 2023**

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

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

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

Dean: ---Signature: --