Syllabus

1	Course title	Reading and Listening Comprehension
2	Course number	2201116
3	Credit hours	3
	Contact hours (theory, practical)	3
4	Prerequisites/corequisites	Oral skills
5	Program title	Bachelor's Degree in English Language and Literature
6	Program code	2205
7	Awarding institution	University of Jordan
8	School	Foreign Languages
9	Department	English Language and Literature
10	Level of course	First year students
11	Year of study and semester (s)	2020/2021 summer semester
12	Final Qualification	BA
13	Other department (s) involved in teaching the course	None
14	Language of Instruction	English
15	Teaching methodology	☐Blended ☐Online ☒face-to-face
16	Electronic platform(s)	☒Moodle ☒Microsoft Teams ☐Skype ☐Zoom ☐Others…………
17	Date of production/revision	February 2022

18 Course Coordinator:

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20 Course Description:

As stated in the approved study plan.

This course is intended to enable students to improve their reading and listening comprehension skills. Reading skills that are introduced include skimming, scanning, constructing the meanings of the words from the contexts, identifying the main idea and topic sentence in a paragraph and a text, and making logical inferences and drawing conclusions. The selected comprehension texts include a variety of different genres, including newspaper articles, informational and critical passages, short stories and poems. The selected texts are intended to expand the students' vocabulary, elicit the usage of critical thinking skills, peruse the passage for particular details, and use deductive reasoning and sequential analysis. In the listening part of the course, students will listen to a variety of audio material from the textbook and audiovisual materials of real life interviews and reports available online.

21 Course aims and outcomes:

A- Aims: (PLOs)

Successful completion of the course should lead to the following outcomes:

1. Demonstrate a mastery of the basic concepts and theories of linguistics in general and in the following linguistic fields, in particular, i.e. phonetics, phonology, morphology, syntax, semantics, discourse analysis, psycholinguistics and sociolinguistics.
2. Develop English language skills by engaging students in a wide range of communicative tasks and activities in academic and non-academic contexts.
3. Discuss general issues concerning nature and function of English language with reference to relevant acquisition principles and implications for teaching and learning.
4. Apply professionally the basic translation principles, skills and techniques to translate texts of various genres from Arabic into English and vice versa.
5. Communicate effectively and appropriately in both spoken and written forms by employing the main technical terms and the basic linguistic features of English in relation to specific fields, namely business, tourism, mass media, hotels, medicine, science and technology.
6. Produce spoken and written texts for a specific disciplinary context using appropriate structure and language features.
7. 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.
8. Analyze critically English and Arabic languages in terms of various linguistic levels in different types of discourse and across different social contexts.
9. Use information and communication technology to access databases and international information to develop knowledge, skills, and to generate new knowledge in applied English field.
10. 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	1	2	3	4	5	6	7	8	9	10
1	Comprehend a reading text with a good degree of success based on using the above mentioned techniques.	X	X			X	X					X	X				X				X

#	Learning Outcome										
2	Identify that different genres use language differently. Here, students are expected to be familiar with connotation vs. denotation, idioms, and shades of meaning	X	X		X	X		X	X	X	X
3	Recognize topics, ideas, tone, accents, and levels of formality in authentic listening material.	X	X		X	X		X	X	X	X
4	answer questions with different degrees of difficulty based on understanding a given text		X		X	X		X	X	X	X
5	Improve the skill of listening for gist vs. specific information in an audio material/ Develop better listening and reading skills.		X		X	X	X	X	X	X	X
6	Answer questions with different degrees of difficulty based on understanding an audio material.		X		X	X		X	X	X	X
7	Utilize knowledge acquired language and analytical skills in real life situations.	X	X	X	X	X	X	X	X	X	X
8	Expand their vocabulary through exploring new assigned topics and class topics of reading.	X	X	X	X			X	X	X	X

- **Teaching methods include**: Synchronous lecturing/meeting; Asynchronous lecturing/meeting, discussion, and forums.

● **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

22. Topic Outline and Schedule:

Week	Lecture	Topic	Course Learning Outcomes	Teaching Methods*/platform	Evaluation Methods**	References
1	1.1	Bad Reading habits and how to break them -Reading and Listening techniques (skimming, scanning… etc)	1-8	Face-to-face meetings	Homework	Main textbook
	1.2	Bad Reading habits and how to break them	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook
	1.3	-Reading and Listening techniques (skimming, scanning… etc)	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook
2	2.1	Selected informational Passages including (25 passage)	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook
	2.2	Selected informational Passages including (25 passage)	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook
	2.3	Selected informational Passages including (25 passage)	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook

3	3.1	Critical passages including (20 passages) and articles from international news paper. Listening to on line lectures	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook	
	3.2	Critical passages including (20 passages) and articles from international news paper. Listening to on line lectures	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook	
	3.3	Critical passages including (20 passages) and articles from international news paper. Listening to on line lectures	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook	
4	4.1	Short stories and poems and video listening exercises (youtube.com)	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook	
	4.2	Short stories and poems and video listening exercises (youtube.com)	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook	
	4.3	Short stories and poems and video listening exercises (youtube.com)	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook	
5	5.1	IELTS passages to practice	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook	
	5.2	IELTS passages to practice	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook	
	5.3	IELTS passages to practice	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook	

6	6.1	IELTS passages to practice	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook
	6.2	IELTS passages to practice	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook
	6.3	IELTS passages to practice	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook
7	7.1	IELTS passages to practice	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook
	7.2	IELTS passages to practice	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook
	7.3	IELTS passages to practice	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook
8	8.1	IELTS passages to practice	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook
	8.2	IELTS passages to practice	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook
	8.3	IELTS passages to practice	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook
9	9.1	IELTS passages to practice	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook
	9.2	IELTS passages to practice	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook
	9.3	IELTS passages to practice	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook
10	10.1	Listening practice	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook
	10.2	Listening practice	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook
	10.3	Listening practice	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook
11	11.1	Listening practice	1-8	Face-to-face meetings	In-class tasks /quizzes	Main textbook

	11.2	Listening practice	1-8	Face-to-face meetings	In-class tasks	Main textbook	
	11.3	Listening practice	1-8	Face-to-face meetings	In-class tasks	Main textbook	
12	12.1	Listening practice	1-8	Face-to-face meetings	In-class tasks	Main textbook	
	12.2	Listening practice	1-8	Face-to-face meetings	In-class tasks	Main textbook	
	12.3	Listening practice	1-8	Face-to-face meetings	In-class tasks	Main textbook	
13	13.1	Listening practice	1-8	Face-to-face meetings	In-class tasks	Main textbook	
	13.2	Listening practice	1-8	Face-to-face meetings	In-class tasks	Main textbook	
	13.3	Listening practice	1-8	Face-to-face meetings	In-class tasks	Main textbook	
14	14.1	Listening practice	1-8	Face-to-face meetings	In-class tasks	Main textbook	
	14.2	Listening practice	1-8	Face-to-face meetings	In-class tasks	Main textbook	
	14.3	Listening practice	1-8	Face-to-face meetings	In-class tasks	Main textbook	
15	15.1	Revision	1-8	Face-to-face meetings	In-class tasks	Main textbook	
	15.2	Revision	1-8	Face-to-face meetings	In-class tasks	Main textbook	
	15.3	Revision	1-8	Face-to-face meetings	In-class tasks	Main textbook	

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	
Presentation	10	All topics	1-8	Through the semester	In class	
Quizzes	10	All topics	1-8	Through the semester	In class	
Mid-term	30	All topics	1-8	1st Dec	In class	
Final	50	All topics	1-8	Jan. 2021	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.

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:

. Sanabria, Kim, *Academic Encounters. Level 3 Life in Society*. Cambridge University Press, 2017.

Improving Reading Efficiency. 1970

B- Recommended books, materials and media:

27 Additional information:

28. Rubrics

Rubric for Oral Presentation

Category	Weight	Unacceptable	Satisfactory	Good	Score
Identify & Explain Errors	30%	The topic and research questions presented by the student are not explained clearly.	There is some explanation provided by the student of the topic and research questions presented, but it is not enough.	Topic and research questions are identified and fully explained in great detail by the student. Appropriate vocabulary is used in explanations.	
Correct Work/Solution	30%	No work is shown by the student that correctly provides a solution to the problem identified.	The work presented to solve this problem is insufficient.	Work presented fully explains the correct procedure to provide a solution for the problem. Appropriate vocabulary is	

			used in explanations.	
Problem Solving Strategy	30%	Strategy, tools and procedures to deal with the topic and research questions are not provided.	Strategy, tools and procedures to deal with the research questions are not detailed enough.	Strategy and tools to deal with the research questions are fully explained. Appropriate vocabulary is used in explanations.	
Neatness and presentation skills	10%	The presentation is sloppy or unorganized. There is visible evidence that the student has not practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	The presentation is somewhat organized. It is somewhat notable that the student has not practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	The presentation is very easy to follow, is very organized, and is neat. It is very clear that the student has practiced his/her presentation skills, e.g. eye contact, clear language, engagement with the audience, pronunciation, etc.	
Instructor's Comments:					

Assignment Score _____

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

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

Syllabus

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

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

Dean: --- Signature: ---