



Co-funded by the
Erasmus+ Programme
of the European Union

Project Title: Modernization of Teaching Methodologies in Higher Education: Eu Experience For Jordan And Palestinian Territory

Project acronym: METHODS

Project Number: 561940-EPP-1-2015-1-JO-EPPKA2-CBHE-JP

Funding scheme: Erasmus+ Programme (Capacity-Building projects in the field of Higher Education (E+CBHE))

Start date of the project: 15/10/2015 **Duration:** 42 months

Deliverable title	Course Outline
Author(s)	Mohammed Tamimi
Organisation name(s)	Palestine Polytechnic University
WP Number	5
WP Leader	Birzeit University

Project co-ordinator name, title and organisation:

Prof. Ahmed Al-Salaymeh, The University of Jordan (UJ)

Address: Queen Rania Street, Amman 11942, Jordan

Tel: +962-6-53 55 000 Ext. 22816 **Mob:** +962-777-64 4364 **Fax:** +962-6-53 00 237

Email: methods@ju.edu.jo

Project website: <http://methods.ju.edu.jo>



Palestine Polytechnic University

Mohammed Tamimi

Course title/code	English in Use	5073
Instructor /office	Mohammed Tamimi/B 707	
Semester- Year	Fall 2017/2018	
Compulsory/Elective	Compulsory	
Prerequisites	English 2	

Course Description	<p>This course is designed to help junior and senior university students improve their English Language proficiency in general. However, the emphasis will be on speaking and writing, as they need these two important skills either for their advanced assignments, such as project writing, or for job searching preparation, such as interviewing. The speaking component will include different forms of communicative activities, such as, group discussion, debates, job interviews, and presentations skills. The writing section will train them on skills and assignments necessary for project writing, such as paragraph writing, documentation, organizing information, proposals, abstracts, personal statements, etc. ITC is utilized as a means to deliver the course through the following main tools: flipped classroom, Moodle, and Facebook Groups, among other tools.</p>
---------------------------	--

Generic Competences*	<ol style="list-style-type: none"> 1. To work effectively in a team (3-4) to execute an online group project broadcasted in social media. 2. To develop and deliver effective verbal and written genres. 3. To analyze the different strategies and ways to achieve the requirements of the learning activity and choose the best way to proceed in the context conditions.
Specific Competences (SCs)	<ol style="list-style-type: none"> 1. Conduct presentations defending own arguments and convincing the audience about the consistence of the underlying reasons. 2. Compose a complete paragraph free of fragments and run-on sentences, and consists of variation in sentence types. 3. Actively participate in debates and discussions about different topics, using techniques adequate to the context. 4. Role-play job interview using strategies and techniques that help them get a (simulated and real) job.

- These competences related also to the project Methods

	Course contents	SC1	SC2	SC3	SC4
1	Presentation Skills	X			
2	Debate and discussion			X	
3	Job interview				X
4	Paragraph writing		X		
5	Group project	X			

Schedule				
Week (Class)	Subject	Activity Description *	Evaluation Criterion	
			Description	%
1. (1+2)		- Introduction to the course		
2. (1)		- <i>Students enroll in the Facebook Group and Moodle Eclass system.</i> - <i>Students talk about their expectations and needs</i>		
2. (2)		- Description: First presentation - <i>Flipped pre-class activity:</i> students prepare a presentation about any topic they wish to talk about. They have 2 minutes to present it. All presentations will be video-recorded and used later. - <i>In-class activity:</i> students present their presentation individually for 2 minutes - <i>Flipped post-class activities:</i> reflection on what students think about the effectiveness of their presentation. What went right and what went wrong.		
3. (1+2)		- Description: Good-bad presenter - <i>Flipped pre-class activity:</i> students read material and watch videos then answer questions and prepare for discussion - https://www.youtube.com/watch?v=S5c1susCPAE - <i>In-class discussion:</i> <ul style="list-style-type: none"> ○ Discussing real examples of good and bad presenters and act out good and bad presenters. ○ <i>Choose a role model and a bad model of presenter and talk about them.</i> ○ <i>As a group, draw a good/bad presenter and discuss with the larger group.</i> 		
		- <i>Flipped post-class activities:</i> reflection on what students have learned.		

4. (1)		<ul style="list-style-type: none"> - Description: How to start a presentation - <i>Flipped pre-class activity:</i> students watch videos about ways to start a presentation and answer discussion questions prior to the in-class discussion - <i>In-class discussion:</i> real examples of how to start a good presentation using facts, numbers, questions, or anecdotes. Students deliver a related practice presentation in class. How to leave a good first impression. - Flipped post-class activities: students start a discussion on the Facebook Group about which approach to follow in presenting a good introduction. 		
4. (2)		<ul style="list-style-type: none"> - Description: How to present the body of your presentation. - <i>Flipped pre-class activity:</i> Students are asked to prepare three main points to present in class about their topic. Students watch a short video about theme and prepare answers to discussion questions. - <i>In-class discussion:</i> discussion about how to summarize your presentation body into 3-4 main points. Students practice presenting their 3 points and receive feedback. Video questions are discussed in class. - <i>Flipped post-class activities:</i> online (and in the following class) discussion about how to best present your presentation body. 		
5. (1)		<ul style="list-style-type: none"> - Discussion: 10 steps to a stunning presentation. - Flipped pre-class activities: students will be assigned one of the steps prior to class to discuss in class showing the importance of such steps. - In-class discussion: students will introduce the steps and show their importance then discuss them in class. - Flipped post-class activities: Follow up discussion on Facebook Group on how to master the 10 steps. 		
5. (2)		<ul style="list-style-type: none"> - Description: Handling questions. - Flipped pre-class activities: students will receive prompts on handling questions and their job is prepare answers for in-class discussion. - In-class activities: discussion of the previous prompts. Discussion on how to deal with questions that you do not have answers for. - Flipped post-class activities: Discussion on how to anticipate questions and prepare answers for them. 		

6. (1+2)		<ul style="list-style-type: none"> - Description: How to close your presentation - Flipped pre-class activity: students need to prepare an effective presentation closing of their own presentation. Students need to search in YouTube for good examples of effective presentation closing. Students are asked to watching a video about how to do it prior to class presentation. Students are asked to think about the message they want their audience to leave with. - In-class activity: discussion and practice of how to close presentations - Flipped post-class activities: follow up on activities in the in-class activities. 		
7. (1+2)		<ul style="list-style-type: none"> - Description: Delivery of final presentations - Flipped pre-class activities: online discussion on how to best deliver their presentations taking into account the 10 steps and the 3 parts of the presentation. - In-class activities: presentation delivery. - Flipped post-class activities: discussion on Facebook Group about students' performance. 		
	Group project	<ul style="list-style-type: none"> - <u>Note: this project is done out of class and work parallel with the other topics discussed in this course.</u> - Description Research stage - Flipped pre-class activities: in groups of 3-4, students are asked to pick a topic in their field and look for two articles from scientific journals and get the teacher's approval. - In-class discussion: the teacher will work with the groups discussing their topic and articles and help them start thinking about the project and what to include in it. - Flipped post-activities: students are asked to finalize their understanding and summarization of the article. Students are also required to think about the kind of related supplementary research/study they would like to add to the study to talk about it in the following class. 		
		<ul style="list-style-type: none"> - Description: Creating the video stage - Flipped pre-class activities: students work on developing the project that would include the research articles, supplementary study, PowerPoint/graph/statistics, etc. students consult with the check list to ensure the inclusion of all sections in their project 		

		<ul style="list-style-type: none"> - In-class activities: students come to class to discuss their project and get feedback from teacher and students. - Flipped post-activities: students finalize their project taking into account the feedback they received in class. 		
		<ul style="list-style-type: none"> - Description: Uploading the video to FB Group and leading the discussion. - Flipped pre-class activities: students upload the video to the Facebook Group for evaluation. Students give their comments and ask questions about the content, presentation skills, body language, language, inclusion of the material in the articles, supplementary study, voice, clarity of video, team work, etc. - In-class discussion: the teacher chooses a couple of videos to watch in class and both the teacher and the students give general advice and feedback so the rest of the groups can benefit from the comments. A room for discussion and asking questions will be given to students. - Flipped post-class activities: groups follow up on the Facebook Group discussion on their video and comment on other groups' projects. 		
		<ul style="list-style-type: none"> - Description: Self, group, and teacher evaluation - Flipped pre-class activities: students are given self/group evaluation sheet to evaluate their project and give it a grade (this grade is included in the final grade of the project). Students also receive evaluation of the project directly in the Facebook Group post about their project. The evaluation and feedback is transparent and shown to all students. Grades of the project are not posted on the group, though. - In-class discussion: the class discusses their project and the feedback they received on their project drawing lessons from what they have learned. - Flipped post-class activities: groups respond to the teacher's feedback and evaluation on their project. 		
		-		
8. (2)	Debating and discussion	<ul style="list-style-type: none"> - Description: Principles of debating and discussion - Flipped pre-class activities: students read material and watch a video on the principles of debating and discussion. Students prepare their views about a selected topic and take a stand. - In-class discussion: discussion of principles. - Flipped post-class activities: follow up discussion on principles 		

9. (1)		<ul style="list-style-type: none"> - Description: How to win a debate - Flipped pre-class activities: watch a YouTube video about how to win a debate and prepare answers for the discussion questions - In-class discussion: discuss questions and answers. Watch the YouTube video in class and discuss how to win a debate. - Flipped post-class discussion: an open discussion about debating and discussion focusing on the most important issues to keep in mind to win a debate. 		
9. (2)		<ul style="list-style-type: none"> - Description: Debate role-play - Flipped pre-class activities: A topic is chosen for debate. Students are asked to formulate their point of view on the topic and prepare their discussion for the in-class discussion. - In-class activities: Students are divided into three groups: (1) the 'for' group, (2) the 'against' group, and (3) the judging group. Students in groups 1 and 2 participate in the debate about the selected topic and the judging group will take comments and give feedback to both groups. - Flipped post-class activities: discussion of the results of the debate 		
10. (1)	Job interview	<ul style="list-style-type: none"> - Description : The three levels of interviews - Flipped pre-class activities: students are asked to watch a video and read material on the three levels of interviews –before the interview, on the day of the interview, and after the interview. - In-class discussion: discussion of each of the three levels. Students tackle the main conventions of the three levels and discuss how to prepare for them. - Flipped post-class activities: discussion on the Facebook Group about the importance of each level and the steps to be followed to win an interview. 		
10. (2)		<ul style="list-style-type: none"> - Description: How to win and keep a job - Flipped pre-class discussion: watching samples of winning interviews and preparing answers for the discussion questions. - In-class discussion: what to do to win a job. How to keep a job that you have won. Examples of winning interviews. - Flipped post-class activities: continue the discussion on how to win an interview and how to keep a job. 		
11. (1)		<ul style="list-style-type: none"> - Description: Interview Common mistakes 		

		<ul style="list-style-type: none"> - Flipped pre-class activities: students are asked to think of and search for common mistakes people fall into when they are interviewed. - In-class discussion: students will discuss the common mistakes and try to find ways to avoid them. A discussion about how interviewers think and how to meet their expectations. - Flipped post-class activities: a follow up discussion about the theme. 		
11. (2)		<ul style="list-style-type: none"> - Description: Mock interviews - Flipped pre-class activities: students prepare for the in-class mock interviews by thinking of the kinds of questions to ask as interviewers and to think about the answers to prepare as interviewees. - In-class discussion: conducting mock interviews where some students are interviewed and others interview. - Flipped post-class activities: discussion about pros and cons of the mock interviews that took place in class. 		
12. (1)		-		
12. (2)	Paragraph writing	<ul style="list-style-type: none"> - Description: Top down approach in writing paragraphs. - Flipped pre-class activities: students are asked to write a paragraph about any topic. Students go over a PowerPoint presentation about the topic - In-class discussion. The teacher and the students holistically discuss the written paragraphs. The PowerPoint presentation is discussed in class. Paragraphs are analyzed looking at the whole paragraph then analyzing each part of it. - Flipped post-class activities: discussion of the written paragraphs. 		
13. (1)		<ul style="list-style-type: none"> - Description: Types of sentences - Flipped pre-class activities: students are required to look at the paragraphs they have written in the previous section and try to figure out the kinds of sentences they have in this paragraph - In-class discussion: The four types of sentences are presented –simple, compound, complex, and compound complex. Students practice using worksheets and pair work. In-class discussion will talk about significance of each type of sentences and when to use it. - Flipped post-class activities: students are asked to write a paragraph that contains all types of sentences and submit on the portal. 		

13. (2)		<ul style="list-style-type: none"> - Description: Fragments - Flipped pre-class activities: students are given a worksheet to identify the problem(s) with the given sentences and try to explain why they have such problems. - In-class activities: a detailed discussion will take place about the worksheet. Other in-class activities will highlight the problems that face students when writing sentences, especially fragments. - Flipped post-activities: students are given an assignment to write a paragraph free of fragments. 		
14. (1)		<ul style="list-style-type: none"> - Description: Run-ons - Flipped pre-class activities: students are given a worksheet to identify the problem(s) with the given sentences and try to explain why they have such problems. - In-class activities: a detailed discussion will take place about the worksheet. Other in-class activities will highlight the problems that face students when writing sentences, especially run-ons. <p>Flipped post-activities: students are given an assignment to write a paragraph free of run-ons and fragments.</p>		
14. (2) 15. (1)	Wrap up	<ul style="list-style-type: none"> - Course wrap up and closing activity 		
15. (2)	Final Exam			

* Flipped Classroom approach is used in this class and is briefly described within the activity description.

Textbook and References	<ul style="list-style-type: none"> - Textbook: Rew, L. (1993) <u>Introduction to Technical Writing</u>. New York. St. Martin Press. - Compiled material - YouTube videos - Selected websites 	
	Method	Weight [%]
	Presentation Skills	20
	Debating and discussion	10
	Job Interview	15
	Group project	25
	Paragraph writing assignments	10

	Final Exam (the writing section)	20
	Total	100

