جامعة الزيتونة الأردنية
Al–Zaytoonah University of Jordan
كلية العلوم وتكنولوجيا المعلومات
Faculty of Science and Information Technology

شعار الكلية

" عراقة وجودة"
"Tradition and Quality"

QF01/0408-4.0E	**Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Artificial Intelligence Department**

Study plan No.	**2025/2026**	**University Specialization**	Data science and Artificial Intelligence
Course No.	**0135101**	**Course name**	English for IT students
Credit Hours	**3**	**Prerequisite Co-requisite**	——

Course type	☐ MANDATORY UNIVERSITY REQUIREMENT	☐ UNIVERSITY ELECTIVE REQUIREMENTS	√ FACULTY MANDATORY REQUIREMENT	☐ Support course family requirements	☐ Mandatory requirements	Elective requirements
Teaching style	☐ **Full online learning**		☐ **Blended learning**		☐ **Traditional learning**	
Teaching model	☐ **2Synchronous: 1asynchronous**		☐ **2 face to face : 1synchronous**		☐ **3 Traditional**	

Faculty member and study divisions information (to be filled in each semester by the subject instructor)

Name	Academic rank	Office No.	Phone No.	E-mail
Dr. Ibrahim Atoum	Associate professor			i.atoum@zuj.edu.jo

Division number	Time	Place	Number of students	Teaching style	Approved model

Brief description

Brief course description

This course develops students' proficiency in **Technology English** for ICT through **project-based learning (PBL) supported by video materials**. Students work in **groups on authentic projects**, including creating professional profiles, preparing CVs with ATS guidelines, researching IT companies in Jordan, and comparing computing disciplines. Weekly videos and guided discussions provide technical knowledge and vocabulary, while students **practice professional writing and deliver oral presentations** of their projects. The course emphasizes **collaborative, real-world tasks** that integrate listening, speaking, reading, and writing skills, with the final exam assessing comprehension of course videos and effective use of technical English.

Learning resources

Course book information (Title, author, date of issue, publisher ... etc)	English for Computing in Higher Education Studies 2nd Edition" by Patrick Fitzgerald & Marie McCullagh

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Supportive learning resources (Books, databases, periodicals, software, applications, others)	
Supporting websites	https://www.interbusiness.edu.ge/storage/books/82488578a074198b76d93885d970dcb3.pdf
The physical environment for teaching	☐ Class room ☐ labs ☐ Virtual educational platform ☐ Others
Necessary equipment and software	
Supporting people with special needs	
For technical support	

Course learning outcomes (S= *Skills, C= Competences K= Knowledge,*)

No.	Course learning outcomes	The associated program learning output code
Knowledge		
K1	Demonstrate understanding of fundamental ICT concepts and specialized technical vocabulary used in computing, networking, software development, and cybersecurity	**MK1, MK2**
Skills		
S1	Read, analyze, and summarize ICT-related texts, and write clear, well-structured technical documents such as reports, proposals, and professional emails	**MS1, MS2**
S2	Communicate effectively in English through oral presentations, discussions, and interviews related to ICT topics.	**MS1**
Competences		
C1	Application & Problem Solving: Apply English communication skills to real-world ICT tasks, such as preparing professional CVs, responding to workplace communication, and engaging in group projects.	**MC1**
C2	Digital and Professional Competence: Use digital tools and platforms (e.g., LinkedIn, AI tools) to support learning, professional development, and effective communication in the IT industry.	**MC2**
Transferable Skills		
T1	Demonstrate teamwork, time management, and professional etiquette in both academic and workplace contexts	**MT1**

Mechanisms for direct evaluation of learning outcomes

Type of assessment / learning style	Fully electronic learning	Blended learning	Traditional Learning (Theory	Traditional Learning (Practical

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			Learning)	Learning)
PBL	60%	60%	60%	60%
Second / midterm exam	%0	%0	0%	0%
Participation / practical applications/Assignments	0%	0%	0%	0%
Asynchronous interactive activities	0%	0%	0%	0%
final exam	%40	%40	40%	40%

Note: Asynchronous interactive activities are activities, tasks, projects, assignments, research, studies, projects, work within student groups ... etc, which the student carries out on his own, through the virtual platform without a direct encounter with the subject teacher.

Schedule of simultaneous / face-to-face encounters and their topics

Week	Subject	learning style*	Reference **
1	**English-Your Tool in Tech** Video Comprehension Assessment	Video-Based Guided Instruction	Instructor slides / eLearning videos
	Activity	Communicative Language Practice	Instructor handouts
2	**Presentation Skills** Video Comprehension Assessment	Video-Based Guided Instruction	Instructor slides / eLearning videos
3	Introduce yourself in English	Presentation-Based Learning	Instructor handouts
4	**Writing a report Guideline** Video Comprehension Assessment	Video-Based Guided Instruction	Instructor slides / eLearning videos
5	Deliver a presentation on a selected topic from the provided list	Presentation-Based Learning	Instructor slides / eLearning videos
6	**Guide to Academic Citations** Video Comprehension Assessment	Video-Based Guided Instruction	Instructor slides / eLearning videos
	Activity	Communicative Language Practice	Instructor handouts
8	Discuss insights gained from creating your LinkedIn profile and networking	Presentation-Based Learning	Instructor handouts **Project-Based Learning (PBL): Discussion Session 1**
9	**Applicant Tracking System** Video Comprehension Assessment	Video-Based Guided Instruction	Instructor slides / eLearning videos
	Activity	Communicative Language Practice	Instructor handouts
10	Present key lessons, challenges, and best practices from creating your CVs using ATS guidelines	Presentation-Based Learning	Instructor handouts
11	**Critical Thinking** Video Comprehension Assessment	Video-Based Guided Instruction	Instructor slides / eLearning videos
	Activity	Communicative	Instructor handouts

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		Language Practice	
12	IT company in Jordan, including its profile, official website, LinkedIn and Facebook pages, and a list of its main products or services	Presentation-Based Learning	Instructor handouts
13	**Comparing Majors Presentation** Video Comprehension Assessment	Video-Based Guided Instruction	Instructor slides / eLearning videos
	Activity	Communicative Language Practice	Instructor handouts
14	Deliver a presentation on a selected topic from the provided list	Presentation-Based Learning	Instructor handouts
15	Tech Majors Fair – Explore, Compare, and Create: Compare undergraduate majors (Software Engineering, AI, Cybersecurity, and Computer Science)	Presentation-Based Learning	Instructor handouts Instructor handouts **Project-Based Learning (PBL): Discussion Session 2**
16	**Final Exam**		

* **Learning styles: Lecture, flipped learning, learning through projects, learning through problem solving, participatory learning ... etc.**
** **Reference: Pages in a book, database, recorded lecture, content on the e-learning platform, video, website ... etc.**

Schedule of asynchronous interactive activities (in the case of e-learning and blended learning)

Week	Task / activity	Reference	Expected results
4	Watch "Writing a Report Guideline" video / read handout	Instructor Videos / eLearning resources	Understand the structure and format of the report; prepare draft
6	Watch "Guide to Academic Citations" video / read handout	Instructor Videos / eLearning resources	Learn proper citation and referencing; apply to draft report
6	Submit group report via eLearning	Instructor Videos	Receive instructor feedback; revise report for final submission