



فكر حضاري وحوار متمدن
Civilized Thought ... Civilized
Dialogue

جامعة الزيتونة الأردنية
Al-Zaytoonah University of Jordan
كلية الآداب
Faculty of Arts



"عراقة وجودة"
Tradition and Quality

QF04/0408-4.0E	Course Plan for Bachelor program - Study Plan Development and Updating Procedures/ Department
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Study plan No.	2024/2025	University Specialization	English Language
Course No.	0420216	Course name	Dialogue and Listening Skills in English
Credit Hours	3	Prerequisite/ Co-requisite	English Language I 0420121
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	☐ 1 Synchronous: 1 asynchronous	☐ 1 face to face : 1 asynchronous	☐ 2 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	
Division number	Time	Place	Number of students	Teaching style	Approved model

Brief description

This course is a communication skills and public speaking/ listening course designed to equip students with oral and socio-linguistic skills for academic and non-academic purposes. It puts emphasis on effective oral communication skills relevant to a wide variety of situations. This course presents students with subjects that provides opportunities for them to practice speech deliveries in real world communication situations contextualized in their respective disciplines. Moreover, this course is designed to assist students in becoming better communicators. The course assignments and projects offer students opportunities to develop a greater proficiency in oral communication within emphasis on the preparation, organization, and delivery of effective professional presentations and speech. Hence, it focuses on teaching students how to prepare individual presentations and group/panel discussions for group presentation. The presentations aim at providing students first-hand experiences in public speaking to develop their self-confidence and critical thinking. Another important point to conclude with is that students' participation in this course is beneficial, not only in regard to their mark, but as a means to improve their oral skills and become fluent speakers of the English language.

Learning resources

Course book information	Listening and Dialogue Skills booklet
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(Title, author, date of issue, publisher ... etc)	Alamayraih,zein 2023				
Supportive learning resources (Books, databases, periodicals, software, applications, others)	1.Presentations 2. Listening quizzes				
Supporting websites	tps://www.pinterest.com/				
The physical environment for teaching	☐ Class room	☐ labs	☐ Virtual educational platform	☐ Others	
Necessary equipment and software	Web browser, Internet Access, Antivirus Software				
Supporting people with special needs	Yes , Read loud in PDF files				
For technical support	ellearning@zuj.edu.jo +962 6 4291511				

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

No.	Course learning outcomes	The associated program learning output code
Knowledge		
K1	Be able to express themselves in correct English.	
K2	Acquire effective listening and oral communication skills for small group and public communication	
K3	Understand the need for effective public speaking skills.	
K4	Understand the process of communication.	
Skills		
S1	Use research skills in the preparation of presentations.	
S2	Identify a presentation's thesis and purpose.	
S3	Identify and organize a presentation's key points and supporting materials.	
S4	Identify and adapt presentations to specific audiences	
Competences		
C1	Prepare formal outlines appropriate for public speeches.	
C2	Practice active, critical listening skills.	
C3	Complete written critiques of public speeches.	
C4	Develop strategies for establishing speaker credibility.	

Mechanisms for direct evaluation of learning outcomes



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Type of assessment / learning style	Fully electronic learning	Blended learning	Traditional Learning (Theory Learning)	Traditional Learning (Practical Learning)
Midterm exam			30%	
Participation / practical applications			10%	
Asynchronous interactive activities			20%	
Final exam			40%	

Note 1: 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.

Note 2: According to the Regulations of granting Master's degree at Al-Zaytoonah University of Jordan, 40% of final evaluation goes for the final exam, and 60% for the semester work (examinations, reports, research or any scientific activity assigned to the student).

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

Week	Subject	learning style*	Reference **
1	Introduction	In-class lecture	Listening and Dialogue Skills book
2	What is the meaning of listening	In-class lecture	Listening and Dialogue Skills book
3	Types of Listening Skills & Styles	In-class lecture	Listening and Dialogue Skills book
4	Listening and hearing	In-class lecture	Listening and Dialogue Skills book
5	advantages of listening skills	In-class lecture	Listening and Dialogue Skills book
6	Principles of Listening	In-class lecture	Listening and Dialogue Skills book
7	Signs of Active Listening	In-class lecture	Listening and Dialogue Skills book
8	Med term and Listening Skills Test	In-class lecture	



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9	Dialogue groups	In-class lecture	Listening and Dialogue Skills book
10	Making conversation	In-class lecture	Listening and Dialogue Skills book
11	Presentations by students	In-class lecture	
12	Presentations by students	In-class lecture	
13	Presentations by students	In-class lecture	
14	Presentations by students	In-class lecture	
15	Presentations by students	In-class lecture	
16	Final Exam	In-class lecture	

* 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
1	Help students to activate their prior knowledge about a topic		Help students to activate their prior knowledge about a topic
2	Role Plays	Listening and Dialogue Skills book	Improve their listening skills
3	Conventional questions and answers	Listening and Dialogue Skills book	Understand the use of language
4	Conventional questions and answers	Listening and Dialogue Skills book	Improve their listening skills
5	Interactive discussion	Listening and Dialogue Skills book	Understand the use of language
6	Conventional questions and answers	Listening and Dialogue Skills book	Improve their listening skills
7	Interactive discussion	Listening and Dialogue Skills book	Improve their listening skills
8	Listening quiz	e-learning ZUJ	Improve their listening skills
9	Role Plays	Listening and Dialogue Skills book	Improve their listening skills
10	Conventional questions and answers	Listening and Dialogue	Understand the use of



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		Skills book	language
11	Listening quiz	e-learning ZUJ	Improve their listening skills
12	Role Plays	Listening and Dialogue Skills book	Improve their listening skills
13	Interactive discussion	Listening and Dialogue Skills book	Improve their listening skills
14	Presentations		Improve their listening skills
15	Presentations		Improve their listening skills
16	Presentations		Improve their listening skills