Boosting Equality, Justice, and Tolerance inside an English Language Course Lecture Room at The Hashemite University

Prepared and Presented by: T. Deema Kakeesh
A successful Classroom Lecture at any educational institution means having three important Pillars

Equality

Justice

Tolerance

Equality:

As a concept means having the same rights given to all the students inside the classroom regardless of their gender, backgrounds, geographic regions from where they originally came besides the social standings even if the last shouldn’t have any importance for the instructor who teaches University students of different years and levels.
Attaining Equality Means:

- To be fair with all the students.
- To behave the same with all the students.
- To give the students the same chances in:
  - Asking questions related to the lecture’s subject.
  - Participating in answering the lecturer’s questions as well as the book’s questions.
  - Expressing their opinions and Suggesting solutions.

What is English 110 Course?

English 110 is a Compulsory University Requirement which is often given by instructors holding an M.A. of the English Language at the Language Center, such a course of three credit hours is taken by all the students of different specializations after they pass the English Placement Test. Remedial English 099 is a prerequisite in case the student flunked in the Placement Test.

How does the instructor fulfill Equality inside his/her Lecture?

1- By having a Course Description available in the hands of all the students in which they can know what to prepare each lecture, the progress of the material given week by week, and the expected dates of exams.
The Hashemite University
The Language Center
Fall Semester- 2012/2013

Instructor Name : T. Deema Kakeesh
Course Name : The English Language 111405110- 3 credit hours
Course Section no. : (( 1 ))
Course Time : 09-10
Course Place : Eastern Halls' Complex/ Hall no. 105
Office Hours : Sun.-Tues.-Thurs. 11:30-12:30/ Mon.- Wed. 11-12
Office No. : 321 / The Language Center Building

**English (111405110) Course Description:**

The aim of this compulsory prerequisite course is to introduce students to the paper version of the TOEFL test. It is based on the most up-to-date information available on the format and content of paper TOEFL test. The course is also intended to prepare students to sit for the test. The course will focus on reading and structure.

**Course Objectives:**

A. Knowledge and understanding:
   - To enrich the students' asset of vocabulary.
   - To expose students to a variety of challenging and interesting text-types in reading and structural activities.
   - To expose students to the most up-to-date English as used on a daily basis.
B. **Intellectual skills:**
   - To encourage students to analyze the systems of language in use.
   - To enable students to approach different texts through different strategies and at various levels (parts of speech; sentence parts; positions of adjectives, adverbs; paragraphs; essays, etc.)

C. **Employment skills:**
   - To enable students to use English fluently.
   - Enable students to sit for the test which is an entrance requirement for admission at universities in the States.
   - To enable students to sit for the test which has become a requirement for graduate education in Jordan.

**Limitations:**
- Due to the time factor, the goal should not be covering a whole book or all the skills presented in a TOEFL book.

**Textbook:**

**Evaluation:**
- First Exam: 25%
- Second Exam: 25%
- Final Exam: 50%

**Notes:**
- Regular attendance and active participation are expected from each student.
- No guests are allowed in class.
- Turn off your cell phone before coming to class.
- **The first, second and final exams are assigned in accordance to the academic calendar; you should know about the first and second exams’ details from your instructor whereas for the final, you should access your portal on the University Website.**

Boosting Equality, Justice, and Tolerance inside an English Lecture room at HU
T. Deema F. Kakeesh
<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Week 1:</strong></td>
<td>Orientation and introduction pp xi-xxi</td>
</tr>
<tr>
<td>Introductory</td>
<td></td>
</tr>
<tr>
<td><strong>Week 2:</strong></td>
<td>Introduction to the structure section pp 96-97</td>
</tr>
<tr>
<td>Structure</td>
<td><strong>Sentences with one clause</strong></td>
</tr>
<tr>
<td></td>
<td>• Skill 1: be sure the sentence has a subject and a verb pp 98-9</td>
</tr>
<tr>
<td></td>
<td>• Skill 2: be careful of objects of prepositions pp 99-101</td>
</tr>
<tr>
<td></td>
<td>• Skill 3: be careful of appositives pp 101-102</td>
</tr>
<tr>
<td><strong>Week 3:</strong></td>
<td>Introduction to the reading section pp 249 – 250</td>
</tr>
<tr>
<td>Reading</td>
<td>• Skill1: Answer main idea questions correctly pp 251-254</td>
</tr>
<tr>
<td></td>
<td>• Skill 2: Recognize the organization of ideas pp 255-257</td>
</tr>
<tr>
<td><strong>Week 4:</strong></td>
<td><strong>Sentences with one clause (Contd.)</strong></td>
</tr>
<tr>
<td>Structure</td>
<td>• Skill 4: Be careful of present participles pp102-104</td>
</tr>
<tr>
<td></td>
<td>• Skill 5: Be careful of past participles pp 104 -105</td>
</tr>
<tr>
<td></td>
<td>• Exercise p106</td>
</tr>
<tr>
<td></td>
<td><strong>First Exam</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Sentences with multiple clauses:</strong></td>
</tr>
<tr>
<td></td>
<td>• Skill 6: Use coordinate connectors correctly pp 107-108</td>
</tr>
<tr>
<td><strong>Week 5:</strong></td>
<td><strong>Directly answered questions</strong></td>
</tr>
<tr>
<td>Reading</td>
<td>• Skill 3: answer stated detail questions correctly pp 259-263</td>
</tr>
<tr>
<td></td>
<td>• Skill 4: find unstated details pp 264-266</td>
</tr>
<tr>
<td><strong>Week 6:</strong></td>
<td><strong>Sentences with multiple clauses:</strong></td>
</tr>
<tr>
<td>Structure</td>
<td>• Skill 7: use adverb time and cause connectors correctly pp 109-110</td>
</tr>
<tr>
<td></td>
<td>• Skill 8: use other adverb connectors correctly. pp 110-112</td>
</tr>
<tr>
<td></td>
<td><strong>More sentences with Multiple Clauses:</strong></td>
</tr>
</tbody>
</table>
| Week 7: Reading | **Skill 5:** find pronoun referents pp 267-269  
**Second Exam**  
**Indirectly answered questions:**  
- **Skill 6:** answer implied detail questions correctly pp 275-279  
- **Skill 7:** answer transition questions correctly pp 279-282  
(Deleted) |
|----------------|--------------------------------------------------------------------------------------------------|
| Week 8: Structure | **More sentences with Multiple Clauses:**  
- **Skill 11:** use adjective clause connectors correctly pp 117-119  
- **Skill 12:** use adjective clause connectors/subjects correctly pp 119-120  
- Exercise p121  
**Sentences with reduced clauses:**  
- **Skill 13:** use reduced adjective clauses correctly pp 123-125 |
| Week 9: Reading | **Vocabulary questions:**  
- **Skill 8:** finding definitions from structural clues pp 288-291  
- **Skill 9:** Determine meanings from word parts pp 292-294  
- **Skill 10:** use context to determine meanings of difficult words pp 294-296 |
| Week 10: Structure | **Skill 14:** use reduced adverb clauses correctly pp 126-127  
- Exercise p 128 |
| Week 11: Reading | **Skill 11:** use context to determine meanings of simple words pp 296-298  
**Overall review questions**  
**Final Exam** |

**Good Luck**

Boosting Equality, Justice, and Tolerance inside an English Lecture room at HU
T. Deema F. Kakeesh
2- By having an internal link on the Hashemite University web site called Moodle which enables students to raise any question they have on their minds by sending messages directly to their instructors at any time and follow up any news or updates related to the course.

To create a new account, please contact E-Learning Center at the following number 4981, or send an e-mail to (hlms@hu.edu.jo)
3- By providing equal chances of participating inside the class for all the students who are willing to answer questions, express their opinions or solutions when it comes to the structure part of the course, or reading passages when it comes to the Reading Part of the course; this can be supported by the idea of self-respect and respect the others from both the instructor’s side and the students’ side.

4- By giving the students of special needs an extra attention in a way that guarantees their full understanding of the course as well as offering them suitable exam conditions.

5- By enhancing practically the idea of Equality among the students of one section and the other sections when it comes to the given online exams and the scale at the end of the semester which determines the total grades; students’ marks are measured for all the sections through one scale.


Boosting Equality, Justice, and Tolerance inside an English Lecture room at HU
T. Deema F. Kakeesh
Justice

- From the Educational Point of view it means achieving equality among the students of one section and then among the other sections through applying democracy which is one central perception of Justice:
  
  - Democratic in listening to the students’ opinions.
  - Democratic in accepting the students’ remarks.

Democratic in implementing the students’ suggestions within the course duration if the instructor finds them applicable and fruitful for the students’ understand

- Its relation to Equality can be clearly shown when there is a balance between the regulations applied inside the Lecture room and the values and rights of all the students regardless of their academic level, gender, geographic region, religion, and any other distinctive factor.

Examples of Being Just inside an English 110 Lecture room:

1- Respecting the rights of the minority weak students by urging them participating in the lecture and getting them involved with the majority excellent students through working groups or presentations.

2- Offering the students the same amount of listening, answering, and interacting.

3- Giving them equal chances when they visit the instructor at his/her office in the so called the daily office hour.
Tolerance

It is a Personal Virtue which means for an academic instructor to humanize his/her students inside the lecture room.

Its relation to Equality is greatly appeared when the lecturer implies Tolerance because the last can’t be attained if Equality doesn’t exist.

What does it mean to be Tolerant?

Being a tolerant instructor means:

1- Allowing the students to enter the lecture hall after him/her in case they’ve lectures in far buildings.

2- Allowing the students to enter the lecture hall after him/her in case they’ve lectures in far buildings.

3- Accepting their absences to a certain extent due to reasonable excuses from the instructor’s point of view.
This paper was inspired by a Uni-National workshop held in Antalya- Turkey in July, 2007 with the collaboration of Konrad Adenaur Stiftung (Germany) and Amman Center of Peace and Development (Jordan) about implementing the three important virtues of Equality, Justice, and Tolerance inside the students themselves.

Thanks for your Attention

T. Deema F. Kakeesh

Full Time Lecturer of The English Language
The Language Center/ The Hashemite University

Tel. : (+962-5) 390 33 33- Extension / 4592
Mob. : (+962-79) 50 21 6 23
Fax: (+962-5) 390 33 42
P.O.Box : 150459 Zarqa 13115 Jordan
E-mail : d.kakeesh@hu.edu.jo
My Page : http://staff.hu.edu.jo/kakeesh

“Teaching is the noblest career; we were born to learn and teach.”