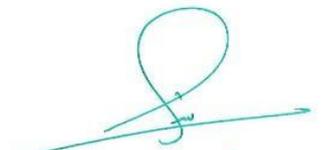


## MODULE DESCRIPTOR FORM

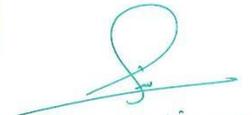
Module Information			
Module Title	ENGLISH LANGUAGE	Module Delivery	
Module Type	SUPPLEMENT	<input checked="" type="checkbox"/> Lecture	
Module Code	UOWA105		
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level	UG1	Semester of Delivery	2
Administering Department	Information technology	College	College Sciences
Module Leader	Bandar Abdul abbas Almankoshi	e-mail	<a href="mailto:bandar@uowa.edu.iq">bandar@uowa.edu.iq</a>
Module Leader's Acad. Title	Assistant Lecturer	Module Leader's Qualification	M.Sc.
Module Tutor	Bandar Abdul abbas Almankoshi	e-mail	<a href="mailto:bandar@uowa.edu.iq">bandar@uowa.edu.iq</a>
Peer Reviewer Name	Lecturer Maky H.Abdulraheem	e-mail	<a href="mailto:maky.h@uowa.edu.iq">maky.h@uowa.edu.iq</a>
Review Committee Approval	2024-1-20	Version Number	1

### Relation With Other Modules

Prerequisite module	None	Semester	None
Co-requisites module	None	Semester	None

  
 د. م. أ. السيد  
 ٢٠٢٤/١/٢٠



  
 د. م. أ. السيد  
 ٢٠٢٤/١/٢٠

**Department Head Approval**

**Dean of the College Approval**

## Module Aims, Learning Outcomes and Indicative Contents

<b>Module Aims</b>	<p>This course aims at:</p> <ol style="list-style-type: none"> <li>1- Enhancing a mastery over the basic structure of a standard English Sentence. and the type of language used in scientific fields of study.</li> <li>2- Knowing a good bit of information about the basic phrases in English Language regarding their formation, position in sentence word order, uses in real life situation as related to their field of work.</li> <li>3- Focusing on the difference between simple and continuous present and past tenses as related to their study and career.</li> <li>4- Enabling students to write certain types of expressions and texts useful for their field of study and future career.</li> <li>5- Stimulating and directing students to speak and practice English language correctly, asserting the type of language used in real life situations and scientific field of study.</li> <li>6- Specifying points of weakness in students' performance, trying to amend them.</li> <li>7- Building a type of scheme in students' minds about what writing and speaking standard English language is supposed to be.</li> <li>8- Forcing students to think critically while doing the assignments, quizzes and other similar activities.</li> </ol>
<b>Module Learning Outcomes</b>	<p>The student would be able to:</p> <ol style="list-style-type: none"> <li>1- Speak and write a good standard sentence or type of English Language.</li> <li>2- Differentiate between types of basic tenses.</li> <li>3- Have a fluency while speaking the English Language.</li> <li>4- Write acceptable formal and informal texts.</li> <li>5- Comprehend the idea behind string of words in a sentence.</li> <li>6- Work collectively within a teamwork.</li> </ol>
<b>Indicative Contents</b>	<p>Indicative content includes the following:</p> <ul style="list-style-type: none"> <li>- Word order: Statements, questions imperatives (command, request, instructions).</li> <li>- Phrases: Nouns, Adjectives, Adverbs, Verbs, Prepositions.</li> <li>- Verbs: Tenses (Form and basic uses), Passive.</li> <li>- Knowing how to say and write some useful texts.</li> <li>- Some text for reading comprehension and videos or recordings for listening.</li> <li>- Basic guide lines in writing a summary, letters, paragraphs, CV.</li> <li>- Topics for discussion.</li> </ul>

## Learning and Teaching Strategies

### Strategies

The program is designed to have two theoretical hours in points related to grammar and other three hours for the sake of practicing including doing the exercises. Before an exam, the student will have the chance to review the previous given materials. The practical hours include some basic information in pronunciation, reading, speaking, listening and writing skills.

The program instructor will follow a mixture of traditional and communicative approaches to achieve the above-mentioned aims. The students will be asked to do some exercises and quizzes in relation to grammar. They could be divided into groups having certain duties related to different practical activities to be done by them. Each student will have his own evaluation which will raise the grade of each group work as a whole. The best group work will be rewarded at the end of the semester with some additional marks for their good performance during the course. Doing quizzes and assignments inside the classroom are very important to adjust some important grammatical points.

To ensure self-learning, some websites and parts of texts related to the given lectures are going to be given to them. Certain activities such as speaking and listening are going to be given forward so as to be ready for the duties while practicing them inside the classroom.

## Student Workload (SWL)

<b>Structured SWL (h/sem.)</b>	26	<b>Structured SWL (h/w)</b>	1.75
<b>Unstructured SWL (h/sem.)</b>	21	<b>Unstructured SWL (h/w)</b>	1.4
<b>Total SWL (h/sem.)</b>	47 + 3 final = 50		

## Module Evaluation

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative Assessment	Quizzes	3	5%(11)	3, 10	1, 2, 4, 6
	Reports	1	10%(11)	9	2, 5
	Onsite Assignments	1	5%(8)	6, 11	4,5
	Homework	2	1%(10)	All Weeks	2,4
Summative Assessment	Midterm Exam	2hr	10	9	
	Final Exam	3hr	50% (50)	17	
Total Assessment			100		

## Delivery Plan (Weekly Syllabus)

	Material Covered
<b>Week 1</b>	Word Order in Standard English – Statement: Positive vs. Negative, Questions.
<b>Week 2</b>	Word Order in Standard English – Imperative Sentence: Instructions, Request, Command.
<b>Week 3</b>	Nouns: singular nouns vs. plural nouns, Gender, Pure Nouns-Derived nouns, Articles.
<b>Week 4</b>	Nouns: Pronouns, Expressions of Quantity, Position in Word Order.
<b>Week 5</b>	Adjectives: Pure adjectives -Derived adjectives, Comparison Degrees, Position in Word Order.
<b>Week 6</b>	Adverbs: Pure adverbs-derived adverbs, Position in Word Order, Adverbs of Degree.
<b>Week 7</b>	Mid-Term Exam
<b>Week 8</b>	Expressing: Time, conditional, result, reason, purpose, contrast.
<b>Week 9</b>	Prepositions: Uses, position in Word Order.
<b>Week 10</b>	Verbs: Tenses-Present (Simple vs. Continuous).
<b>Week 11</b>	Verbs: Tenses-Past (Simple vs. Continuous).
<b>Week 12</b>	Verbs: Futurity, Modals (can, may, should, etc.).
<b>Week 13</b>	Verbs: Passive Voice.
<b>Week 14</b>	General Review and some Additional Notes.
<b>Week 15</b>	Final Exam

### Delivery Plan (Weekly Practice Syllabus)

Week	Material Covered
<b>Week 1</b>	Alphabetical Order, Word Order: Reforming Sentences, Introducing Oneself, Writing Simple Sentences.
<b>Week 2</b>	Jobs and Specialties in a Hospital. Listening 1, Writing Different Types of Sentences, Describing something around.
<b>Week 3</b>	Assignment 1, Reading and Writing Numbers in Different Situations. Reading passage 1
<b>Week 4</b>	Different Types of Derived Nouns and How to Use them in a Sentence. Listening 2, Writing a Summary.
<b>Week 5</b>	Countries, Nationalities, Languages, Parts of Human Body, listening 3, Writing a Short Report of an Experiment.
<b>Week 6</b>	Assignment 2, Days, Months, Colors, Reading Passage 2, Writing a Letter.
<b>Week 7</b>	Clothes, Continents, Pronouncing the suffix (s), Listening 4 Writing a Good Paragraph.
<b>Week 8</b>	Expressing: Time, conditional, result, reason, purpose, contrast.
<b>Week 9</b>	Things in the Lab\Hospital, Reading Passage 3, Pronouncing the suffix (-ed), Writing a Good paragraph.
<b>Week 10</b>	Verbs: Tell-Say, Reply-Answer-respond, Fill-Full, Listening 5, Punctuation Marks.
<b>Week 11</b>	Assignment 3, Some Silent Letters in English Words, Reading passage 4
<b>Week 12</b>	Like-love, listening 6, Performing Certain Situation 1, a Topic for Discussion.
<b>Week 13</b>	Performing Certain Situation 2, Reading Passage 5, Writing a Good CV.
<b>Week 14</b>	Performing Certain Situation 3, Writing about Future Dreams or Plans.
<b>Week15</b>	Final Exam

### Learning and Teaching Resources

	Text	Available in the Library?
<b>Required Texts</b>	John and Liz Soars, New Headway Plus, United Kingdom: Oxford University Press.	Yes
<b>Recommended Texts</b>	Baily, Stephen. 2011. <i>Academic writing</i> . London: Rutledge.	Yes
	Hewings, Martin. 2012. <i>Advanced grammar in Use</i> . United Kingdom: Cambridge university Press.	Yes
<b>Websites</b>	<ul style="list-style-type: none"> <li>- <a href="https://www.oxfordonlineenglish.com/">https://www.oxfordonlineenglish.com/</a></li> <li>- <a href="https://www.grammarly.com/">https://www.grammarly.com/</a></li> <li>- <a href="https://www.softschools.com/language_arts/reading_comprehension/science/8/magnetism/">https://www.softschools.com/language_arts/reading_comprehension/science/8/magnetism/</a></li> <li>- <a href="https://eslflow.com/">https://eslflow.com/</a></li> </ul>	

## GRADING SCHEME

Group	Grade	Mark	Marks (%)	Definition
<b>Success Group (50 - 100)</b>	A - Excellent	Excellent	90 - 100	Outstanding Performance
	B - Very Good	Very Good	80 - 89	Above average with some errors
	C - Good	Good	70 - 79	Sound work with notable errors
	D - Satisfactory	Fair / Average	60 - 69	Fair but with major shortcomings
	E - Sufficient	Pass / Acceptable	50 - 59	Work meets minimum criteria
<b>Fail Group (0 - 49)</b>	FX – Fail	Fail (Pending)	(45-49)	More work required but credit awarded
	F – Fail	Fail	(0-44)	Considerable amount of work required

### Note:

NB Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.



ملاحظة: هذا النموذج تم وضعه وتقديمه من قبل مديرية ضمان الجودة في وزارة التعليم العالي والبحث العلمي