

MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

Module Information				
معلومات المادة الدراسية				
Module Title	English Language		Module Delivery	
Module Type	Basic		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar	
Module Code	BME114			
ECTS Credits	2			
SWL (hr/sem)	33			
Module Level	1	Semester of Delivery		1
Administering Department		College	Type College Code	
Module Leader	Sarab Swadi		e-mail	sarab.s@kecbu.uobaghdad.edu.iq
Module Leader's Acad. Title	Assistant Lecturer		Module Leader's Qualification	M.Sc.
Module Tutor	Name (if available)		e-mail	E-mail
Peer Reviewer Name	Dr. Farah Masood		e-mail	farah.m.595@kecbu.uobaghdad.edu.iq
Scientific Committee Approval Date		Version Number	1	

Relation with other Modules				
العلاقة مع المواد الدراسية الأخرى				
Prerequisite module	N\A		Semester	
Co-requisites module	N\A		Semester	

Module Aims, Learning Outcomes and Indicative Contents

أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

Module Aims أهداف المادة الدراسية	The goal of this course is to measurably build on students' academic English Language skills by engaging them in listening, speaking, reading, writing and grammar learning activities that are relevant to real-world encounters in university and professional workplace environments.
Module Learning Outcomes مخرجات التعلم للمادة الدراسية	After this course, students should be able to: <ol style="list-style-type: none">1. Acquire and use new academic vocabulary2. Demonstrate at-level understanding of grammar in speaking and writing3. Understand inconsistencies between pronunciation and spelling4. Accurately compose moderately complex sentences with basic transitions to connect ideas in spoken and written discourse5. Identify written and spoken patterns; including sequential process, cause and effect, compare and contrast, and problem /solution narratives.
Indicative Contents المحتويات الإرشادية	<p>The contents of an introductory English course for graduate studies can vary based on the specific goals of the program and the level of proficiency expected from students. However, a general introductory English course for graduate studies might include the following indicative contents:</p> <p>Understanding the academic writing process Developing a thesis statement Organizing and structuring academic papers Incorporating evidence and citations Refining grammar and style in academic writing Reading and analyzing complex texts Identifying main ideas and supporting details Evaluating arguments and evidence Summarizing and synthesizing information Formulating research questions and hypotheses Conducting effective library and online research Evaluating sources for credibility and relevance Properly citing sources in various academic styles (APA, MLA, Chicago, etc.)</p>

Learning and Teaching Strategies

استراتيجيات التعلم والتعليم

Strategies	The students will be engaged in a variety of learning activities that foster positive attitudes in using English Independent learning skills will be promoted via self-access learning modes
-------------------	--

Student Workload (SWL)

الحمل الدراسي للطالب محسوب لـ ١٥ اسبوعا

Structured SWL (h/sem) الحمل الدراسي المنتظم للطالب خلال الفصل	33	Structured SWL (h/w) الحمل الدراسي المنتظم للطالب أسبوعيا	
Unstructured SWL (h/sem) الحمل الدراسي غير المنتظم للطالب خلال الفصل	17	Unstructured SWL (h/w) الحمل الدراسي غير المنتظم للطالب أسبوعيا	
Total SWL (h/sem) الحمل الدراسي الكلي للطالب خلال الفصل	50		

Module Evaluation

تقييم المادة الدراسية

		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	3	12% (12)	5,10	LO#1,2,10 and 11
	Assignments	6	12%(12)	2,12	LO#3,4, 6 and 7
	Projects	1	8%(8)	Process till the final week	ALL
	Report	1	8%(8)	13	LO#5,8 and 10
Summative assessment	Midterm Exam	2hr	10%(10)	7	LO#1-7
	Final Exam	3hr	50%(50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

المنهاج الاسبوعي النظري

Material Covered	
Week 1	Introduction & course description and expectation. Verbs review and how to use them correctly, especially in speaking and writing. Listening to audio for information and asking for clarification. Students demonstrate listening, speaking, and grammar proficiencies to establish individual base-line needs assessments

Week 2	<p>Explain strategies of how to use critical thinking skills in listening, as demonstrated in speaking and/or writing, such as</p> <ol style="list-style-type: none"> Make predictions Listen for specific information Distinguish fact from opinion Recognize support of claims Recognize idioms, slang, sarcasm and humour <p>Three parts of listening conversations (audios) will be used as a main pedagogical means to achieve the lecture goals</p> <p>In addition, Grammar focus will explain how to the part of speech correctly</p>
Week 3	<p>Discuss the main Strategies of reading comprehension for academic texts in general. Skimming, scanning, detailed reading, guessing unknown words from context, understanding text organization, recognizing argument and counter-argument; distinguishing between main information and supporting detail, fact and opinion, hypothesis versus evidence; summarizing and note-taking.</p>
Week 4	<p>Explain in detail what the paragraph is and the structure of the paragraph. The main idea, and how to write while keeping the unit and avoid informality and unnecessary Run-on in academic written papers. This course is designed to develop the student's skills in writing. To achieve students need to realize through writing exercises to practice correct sentence and paragraph structure working in pairs to search on a specific topic and write a paragraph.</p>
Week 5	<p>Grammar and language function focus: Explain what is the article (definite & indefinite) and how to use them in sentence's structure. A brief explanation will be provided about the countable/uncountable and how to avoid the common Errors. In addition, Explain the quantifiers as an important concept in regard to both grammar & vocabulary. Also show the differences among them to use correctly, especially in writing and expressing quantity</p>
Week 6	<p>Writing paragraph follow-up. Show students how important it is to avoid plagiarism. Peer review for submitted paper is assigned.</p> <p>Explain the transition words as essential tools in writing academically and officially. Explain and show more examples of transition to help students memorize and understand the meaning of each word</p>
Week 7	<p>Explain the passive voice and active voice and how to employ passive voice in academic writing.</p>

	<p>Demonstrate effective speaking functions in small-group and whole-class discussions after that. Measure that in different topics and issues. Help students to recognize how:</p> <ol style="list-style-type: none"> Questions and requests (ask and answer) Express agreement/disagreement Ask for clarification
Week 8	<p>Explain how to write an academic essay. Essay content and structure (patterns of organization, paragraphing, discussion – argument/counter-argument, advantages and disadvantages, topic sentence and supporting ideas, coherence and cohesion, punctuation). + Midterm Exam</p>
Week 9	<p>Demonstrate essential content academic words in depth. In addition, use instructional time to address the meanings of common words, phrases, and expressions. Show the differences in meaning in using the same word with different endings, such as (ing) and (ed).</p>
Week 10	<p>Writing essay follow-up. Explain how to write an essay about advantages and disadvantages. Students are encouraged to search their topics in pairs as effective strategies to improve writing skills and as a way for peer review at the same time</p>
Week 11	<p>Discuss the topics of writing that have been chosen by students. Giving feedback and explaining how to express their opinion avoiding the personal and emotional expresses. Giving a summary of the common mistakes in writing an opinion essay</p>
Week 12	<p>Grammar focuses on using subordinative conjunction as connectors to link two or more sentences and show how to provide Run-on in writing</p>
Week 13	<p>The deadline for submitting the first draft of an essay, discuss with students their main idea, Samples of essays are shown as solid examples to write effectively and avoid mistakes</p>
Week 14	<p>Speaking & discussion</p> <p>Describe how to express ideas clearly and develop them in an organized manner (e.g. with a main idea, supporting details, and conclusion), including</p> <ol style="list-style-type: none"> Deliver short discussion (group of three) using effective delivery, visual aids, and outside sources Demonstrate the use of level-appropriate grammar and academic vocabulary, including idioms, phrasal verbs, and transitions
Week 15	<p>Explain the time clause. In addition to explaining the three cases of using the conditional (if)</p>
Week 16	<p>Final draft submission with Discussion</p>

Note: Students are expected to spend time studying outside the class, and we provide guidance, facilities and materials to help them develop their expertise as pre-intermediate language learners. For this course, they are asked to consolidate their class work, read, watch or listen to material in English, prepare exercises and activities for the class, write assignments, undertake projects and generally acquire a repertoire of effective language learning strategies.

Delivery Plan (Weekly Lab. Syllabus)

المنهاج الاسبوعي للمختبر

	Material Covered
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	

Learning and Teaching Resources

مصادر التعلم والتدريس

	Text	Available in the Library?
Required Texts	Headway Plus	yes
Recommended Texts	Academic writing: from paragraph to essay	yes
Websites	British Council website for Adult Learning Purdue OWL	

Grading Scheme

مخطط الدرجات

Group	Grade	التقدير	Marks (%)	Definition
Success Group (50 - 100)	A - Excellent	امتياز	90 - 100	Outstanding Performance
	B - Very Good	جيد جدا	80 - 89	Above average with some errors
	C - Good	جيد	70 - 79	Sound work with notable errors
	D - Satisfactory	متوسط	60 - 69	Fair but with major shortcomings
	E - Sufficient	مقبول	50 - 59	Work meets minimum criteria
Fail Group	FX – Fail	راسب (قيد المعالجة)	(45-49)	More work required but credit awarded

(0 – 49)	F – Fail	راسب	(0-44)	Considerable amount of work required
----------	----------	------	--------	--------------------------------------

Note: Marks 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.