MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

Module Information			
معلومات المادة الدراسية			
Module Title	**English Language**	**Module Delivery**	
Module Type	Elective	☒ Theory ☒ Lecture ☐ Lab ☐ Tutorial ☐ Practical ☒ Seminar	
Module Code	TUCS115		
ECTS Credits	2		
SWL (hr/sem)	**50**		
Module Level	1	**Semester of Delivery**	1
Administering Department	Computer	**College**	CCSM
Module Leader	Ahmed fayeq saber	**e-mail**	Ahmed.f.saber@tu.edu.iq
Module Leader's Acad. Title	Assistant Lecturer	**Module Leader's Qualification**	M.Sc.
Module Tutor	None	**e-mail**	------
Peer Reviewer Name	Ayham Mahmood	**e-mail**	
Scientific Committee Approval Date	7/06/2023	**Version Number**	1.0

Relation with other Modules			
العلاقة مع المواد الدراسية الأخرى			
Prerequisite module	None	**Semester**	0
Co-requisites module	None	**Semester**	0

Module Aims, Learning Outcomes and Indicative Contents	
أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية	
Module Aims أهداف المادة الدراسية	1. To enable the students to communicate effectively and appropriately in real life situation. 2- To develop and integrate the use of the four language skills i.e., Reading, Listening, Speaking and Writing. 3. To use English effectively for study purpose across the curriculum. 4. The ability to understand meaning of words, phrases and sentences in context. 5. The ability to speak and pronounce English Correctly and intelligibly 6. The ability to write English correctly and master the Mechanics of writing; the use of correct punctuation marks and capital letters. 7- To acquire the ability to use a suitable dictionary to understand labels, simple notices and written instructions. 8- To enable the students to know the contemporary strategies in teaching and learning English language.
Module Learning Outcomes مخرجات التعلم للمادة الدراسية	1. Demonstrate through face-to-face conversations comprehension of simple words and phrases used in common everyday context. 2.. Knowing the basic rules of the English language. 3- Familiarity with the four English language skills: listening, reading, speaking and writing. 4. Determine the negative effects of the mother tongue on the English language. 5. Interpreting the texts in different contexts. 6- Generate simple sentences containing learned vocabulary and using appropriate grammatical structures 7- Express awareness of social and environmental issues. 8- Acquire varied range of vocabulary; understand increased complexity of sentence structures both in reading and writing. 9- Obtaining a core competency such as, developing the ability to express student's thoughts orally and in- writing in a meaningful way in English language. 10- Enable students to communicate in English more confidently and effectively in their work or study environment.
Indicative Contents المحتويات الإرشادية	**Indicative content** - Teaching students how to communicate each other in English by using the four skills: speaking, listening, reading and writing. The use of different examples from the everyday life, dialogues, conversations and the weekly compositions are useful for more development. [50 hours]

Learning and Teaching Strategies
استراتيجيات التعلم والتعليم

Strategies	1- This course is characterized by the fact that it needs a special strategy that depends mainly on the development of English language and its skills. It also depends on previous courses in real analysis, situation, and some imagination. Teaching is mainly based on the home works that are given at the end of each week, and the student notes the interdependence between the serial topics of this course. In addition, to assigning the student (or a group of students) to make one seminar for the purpose of training in the use of scientific resources and the method of writing a subject in English language. 2- The purpose of this module is to develop students' linguistic ability by focusing on the key skills of reading, writing, speaking and listening, to encourage students to become independent learners and to introduce them to strategies and skills to enable them to cope with the demands, both academic and cultural, of undergraduate study in an English-speaking environment.

Student Workload (SWL)
الحمل الدراسي للطالب محسوب لـ ١٥ اسبوعا

Structured SWL (h/sem) الحمل الدراسي المنتظم للطالب خلال الفصل	32	**Structured SWL (h/w)** الحمل الدراسي المنتظم للطالب أسبوعيا	2
Unstructured SWL (h/sem) الحمل الدراسي غير المنتظم للطالب خلال الفصل	18	**Unstructured SWL (h/w)** الحمل الدراسي غير المنتظم للطالب أسبوعيا	1.2
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**	2	10% (10)	5, 10	LO #1-3 , LO# 4-7
	Assignments	2	10% (10)	2, 12	LO # 2, 4, LO# 5-8
	Seminar	1	10% (10)	11	LO # 1-8
	Report	1	10% (10)	12	LO # 1-8
Summative assessment	**Midterm Exam**	2 hr	10% (10)	7	LO # 1-8
	Final Exam	2hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

	Delivery Plan (Weekly Syllabus)
	المنهاج الاسبوعي النظري
	Material Covered
Week 1	An introduction to English language.
Week 2	<u>Unit (1) Hello</u> am/ are/ is, my/your · This is … • How are you? • Good morning! What's this in English? • Numbers • Plurals
Week 3	<u>Unit (2) Your World</u> Countries • he/she/ they, his/her • Where's he from? fantastic/ awful/ beautiful · Numbers 11-30
Week 4	<u>Unit (3) All about You</u> Jobs • am/are/ is • Negatives and questions • Personal information • Social expressions
Week 5	<u>Unit (4) Family and Friends</u> our/their • Possessive 's • The family • has/have • The alphabet.
Week 6	<u>Unit (5) The Way I live</u> Sports/ Food/ Drinks • Present Simple - l/you/ we/ they • a/an Languages and nationalities • Numbers and prices.
Week 7	<u>Unit (6) Every day</u> the time • Present Simple-he/she · always/sometimes/never Words that go together • Days of week.
Week 8	<u>Unit (7) My favorites</u> Question words • me/him/us/them • this/that Adjectives • Can I.?
Week 9	<u>Unit (8) Where I live</u> Rooms and furniture • There is/ are • Prepositions • Directions
Week 10	<u>Unit (9) Times past</u> Saying years • was/were born • Past Simple - irregular verbs • have/do/go • When's your birthday?
Week 11	<u>Unit (10) We had a great time</u>! Past Simple - regular and irregular • Questions and negatives • Sport and leisure • Going sightseeing.
Week 12	<u>Unit (11)</u> I can do that! can/can't · Adverbs • Adjective + noun • Everyday problems.
Week 13	<u>Unit (12) Please and thank you</u> I'd like - some/any • In a restaurant • Signs all around.
Week 14	<u>Unit (13) Here and now</u> Colors and clothes • Present Continuous • Opposite verbs • What's the matter?
Week 15	<u>Unit (14) It's time to go!</u> Future plans • Grammar revision Vocabulary revision • Social expressions.
Week 16	Preparatory week before the final exam.

	Delivery Plan (Weekly Lab. Syllabus): **There is no Lab activities**
	المنهاج الاسبوعي للمختبر:لا توجد فعاليات مختبرية

	Material Covered
Week 1	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	

Learning and Teaching Resources		
مصادر التعلم والتدريس		
	Text	**Available in the Library?**
Required Texts	1- Oxford Headway plus for Beginners. 2- New Headway English Course (2002) by Julia Starr Keddle.	Yes
Recommended Texts	English for Everyone	No
Websites	https://www.unionlearn.org.uk/english-and-maths-learning-resources-and-tools	

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 (0 – 49)	**FX** – Fail	راسب (قيد المعالجة)	(45-49)	More work required but credit awarded
	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.