MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

| **Module Information**  **معلومات المادة الدراسية** | | | | | | | |
| --- | --- | --- | --- | --- | --- | --- | --- |
| **Module Title** | English I | | | | **Module Delivery** | | |
| **Module Type** | Support | | | | * **☒ Theory** * **☐ Lecture** * **☐ Lab** * **☐ Tutorial** * **☐ Practical** * **☐ Seminar** | | |
| **Module Code** | ITC000031 | | | |
| **ECTS Credits** | 2.00 | | | |
| **SWL (hr/sem)** | 50 | | | |
| **Module Level** | | 1 | **Semester of Delivery** | | | | 2 |
| **Administering Department** | | BID | **College** | BMIC | | | |
| **Module Leader** | Samer Al-Dulaimy | | **e-mail** | [samirdulaimy@uoitc.edu.iq](mailto:samirdulaimy@uoitc.edu.iq) | | | |
| **Module Leader’s Acad. Title** | | Lecturer | **Module Leader’s Qualification** | | | | M.Sc. |
| **Module Tutor** |  | | **e-mail** |  | | | |
| **Peer Reviewer Name** | | jwan k alwan | **e-mail** | jwanism@uoitc.edu.iq | | | |
| **Scientific Committee Approval Date** | | 18/06/2023 | **Version Number** | | |  | |

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

| **Module Aims, Learning Outcomes and Indicative Contents**  **أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية** | |
| --- | --- |
| **Module Aims**  **أهداف المادة الدراسية** | 1. To develop grammar and vocabulary. 2. To see a new language in context. 3. To look at a range of comprehension tasks. 4. To practice language and vocabulary exercises. 5. To improve students' reading capabilities via authentic texts. 6. To perform English spoken exercises. |
| **Module Learning Outcomes**  **مخرجات التعلم للمادة الدراسية** | 1. Reading and listening to new language items presented through texts. 2. Knowing words of everyday life. 3. Developing students’ abilities to understand. 4. Providing comfort and reassurance for students who find difficulty in dealing with a new language. 5. Enhancing listening and speaking capabilities. 6. Spotting on grammar basics. 7. Excessing student’s confidence in dealing with a new language. 8. Providing a solid foundation for future learning. 9. Offering diverse and engaging materials, which accommodates all students' social and cultural backgrounds. 10. Providing fresh and relevant English instruction that is tailored to students’ needs. |
| **Indicative Contents**  **المحتويات الإرشادية** | Listening  Helps to develop students’ abilities to understand the main message of a text.  Reading  Gives students practice in dealing with new words and prepares them for more texts. Texts.  Speaking  Practices the pronunciation and the intonation of a new language.  Everyday English  There is language input and practice of several kinds  \*survival skills, such as numbers, saying dates, the alphabet, saying prices, filling in forms, and asking for directions.  \*social skills, such as social expressions and greetings.  \*functional areas, such as making requests, going shopping, and saying how you feel.  Grammar Reference  It can be used for revision or for reference. |

| **Learning and Teaching Strategies**  **استراتيجيات التعلم والتعليم** | |
| --- | --- |
| **Strategies** | The main strategy that will be adopted in delivering this module is to encourage students’ participation in the exercises, while at the same time refining and expanding their critical thinking skills. This will be achieved through classes, interactive tutorials and by considering types of simple exercises involving some activities that are interesting to the students. |

| **Student Workload (SWL)**  **الحمل الدراسي للطالب** | | | |
| --- | --- | --- | --- |
| **Structured SWL (h/sem)**  **الحمل الدراسي المنتظم للطالب خلال الفصل** | 33 | **Structured SWL (h/w)**  **الحمل الدراسي المنتظم للطالب أسبوعيا** | 2 |
| **Unstructured SWL (h/sem)**  **الحمل الدراسي غير المنتظم للطالب خلال الفصل** | 17 | **Unstructured SWL (h/w)**  **الحمل الدراسي غير المنتظم للطالب أسبوعيا** | 1 |
| **Total SWL (h/sem)**  **الحمل الدراسي الكلي للطالب خلال الفصل** | 50 | | |

| **Module Evaluation**  **تقييم المادة الدراسية** | | | | | |
| --- | --- | --- | --- | --- | --- |
| **As** | | **Time/**  **Number** | **Weight (Marks)** | **Week Due** | **Relevant Learning Outcome** |
| **Formative assessment** | **Quizzes** | 5 | Supporter | 5, 15 | LO 1, 5 |
| **Assignments** | 10 | 10% (10) | 14 | LO 4, 5, 8 |
| **Attendance** | 10 | 5% (5) | 5 | LO 1, 4, 6 |
| **Report** |  |  |  |  |
| **Summative assessment** | **Midterm Exam** | 1 hr. / 2 | 35% (35) | 7 | LO 1, 5 |
| **Final Exam** | 3 hrs. | 50% (50) | 16 | LO 1- 10 |
| **Total assessment** | | | 100% (100 Marks) |  |  |

| **Delivery Plan (Weekly Syllabus)**  **المنهاج الاسبوعي النظري** | |
| --- | --- |
| **Week** | **Material Covered** |
| **Week 1** | Hello – \*am/are/is, my/your \*Numbers \*Plurals \*What is this in English? |
| **Week 2** | Your World – \*he/she/they, his/her \*Countries \*Numbers \*Where is he from? |
| **Week 3** | All about you – \*Jobs, \*Negatives and questions, \*Social expressions, \*Personal information |
| **Week 4** | Family and friends – \*our/their \*Possessive’ s \*The alphabet \*The family \*has/have |
| **Week 5** | Mid-term Exam I |
| **Week 6** | The way I live – \*Languages and nationalities \*Present simple \*Sports/Food/Drinks \*a/an |
| **Week 7** | Every day – \*The time \*Days of the week \*always/sometimes/never \*Words that go together |
| **Week 8** | My favorites – \*Question words \*Adjectives \*this/that \*me/him/us/them \*Can I…? |
| **Week 9** | Where I live – \*Prepositions \*Directions \*Rooms and furniture \*There is/are |
| **Week 10** | Mid-term Exam II |
| **Week 11** | Times past – \*Past Simple-irregular verbs \*Saying years \*have/do/go \*was/were born |
| **Week 12** | We had a great time! – \*Past Simple-regular and irregular \*Questions and negatives \*Sightseeing |
| **Week 13** | I can do that! – \*Adverbs \*Adjective + noun \*Everyday problems \*can/can’t |
| **Week 14** | Please and thank you – \*I’d like – some/any \*In a restaurant \*Signs all around |
| **Week 15** | Here and now – \*Colors and clothes \*Present Continuous \*Opposite verbs \*What’s the matter? |

| **Learning and Teaching Resources**  **مصادر التعلم والتدريس** | | |
| --- | --- | --- |
|  | **Text** | **Available in the Library?** |
| **Required Texts** | New Headway Plus Beginner Student’s Book | Yes |
| **Recommended Texts** | New Headway Plus Beginner Workbook with key | Yes |
| **Websites** | https://apoyanblog.files.wordpress.com/2017/08/new\_headway\_beginner\_-\_student\_39\_s\_book.pdf | |

| **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. | | | | |