

Republic of Iraq  
Ministry of Higher Education & Scientific  
Research Supervision and Scientific  
Evaluation Directorate Quality Assurance  
and Academic Accreditation International  
Accreditation Dept.

## Academic Program Specification Form



University: Diyala  
College : Engineering  
Departments : Communication Engineering  
Date of Form Completion : 17/9/2023

  
Head of the Dept.

Date : 17 /9/2023

  
Dean's Assistant  
For Scientific  
Affairs  
Date : 19 /9/2023

  
The College Quality  
Assurance and University  
Performance Manager  
Date : 19 /9/2023

  
Dean of the college  
Date : 19/2023  




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## 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 type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	U 104		
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level	UGI	Semester (s) offered	
Administering Department	BSc - COMM	College	College of Engineering
Module Leader		e-mail	
Module Leader's Acad. Title		Module Leader's Qualification	
Module Tutor		e-mail	
Peer Reviewer Name		e-mail	
Review Committee Approval	13/6/2023	Version Number	1.0



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### Relation With Other Modules

العلاقة مع المواد الدراسية الأخرى

<b>Prerequisite module</b>	None	<b>Semester</b>	
<b>Co-requisites module</b>	None	<b>Semester</b>	

### Module Aims, Learning Outcomes, Indicative Contents and Brief Description

أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية مع وصف مختصر

<b>Module Aims</b> أهداف المادة الدراسية	The module aims to develop the students' English skills in reading, writing, listening and speaking.
<b>Module Learning Outcomes</b> مخرجات التعلم للمادة الدراسية	<ol style="list-style-type: none"> <li>1. Read and understand simple texts in English.</li> <li>2. Answer simple comprehension questions and match sentences about texts.</li> <li>3. Reconstruct texts by reordering sentences.</li> <li>4. Understand the main idea of a text.</li> <li>5. Identify specific information in a text.</li> <li>6. Writing and paraphrasing paragraphs.</li> </ol>
<b>Indicative Contents</b> المحتويات الإرشادية	<p>Indicative content includes the following.</p> <ol style="list-style-type: none"> <li>i) Grammar has a core place in language teaching and learning.</li> <li>ii) A wide variety of practice tasks in all the four skills are essential to language learning.</li> <li>iii) Everyday expressions, particularly of spoken English, also need a place in the syllabus. These can be functional, social, situational or idiomatic.</li> </ol>
<b>Course Description</b>	Each unit is organized to enhance students' basic knowledge of vocabulary and grammar through reading texts. The students will learn how to form simple sentences and use them in real life situations as well as in writing different assignments. By the end of the course, students will be able to produce basic sentences and communicate in simple real-life situations.

### Learning and Teaching Strategies

استراتيجيات التعلم والتعليم

<b>Strategies</b>	<p>Headway's trusted methodology combines solid grammar and practice, vocabulary development, and integrated skills with communicative role-plays and personalization.</p> <p>Authentic material from a variety of sources enables students to see new language in context, and a range of comprehension tasks, language and vocabulary exercises, and extension activities practice the four skills. 'Everyday English' and</p>
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'Spoken grammar' sections practice real-world speaking skills, and a writing section for each unit at the back of the book provides models for students to analyze and imitate.

### Student Workload (SWL)

الحمل الدراسي للطالب

<b>Structured SWL (h/sem)</b> الحمل الدراسي المنتظم للطالب خلال الفصل	33	<b>Structured SWL (h/w)</b> الحمل الدراسي المنتظم للطالب أسبوعياً	2
<b>Unstructured SWL (h/sem)</b> الحمل الدراسي غير المنتظم للطالب خلال الفصل	17	<b>Unstructured SWL (h/w)</b> الحمل الدراسي غير المنتظم للطالب أسبوعياً	1.1
<b>Total SWL (h/sem)</b> الحمل الدراسي الكلي للطالب خلال الفصل	50		

### Module Evaluation

تقييم المادة الدراسية

		Time (hr)	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Quizzes</b>	2	5% (5)	5, 10, 12, 15	All
	<b>Assignments</b>	6	20% (20)	2, 4, 6, 8, 10, 12	LO # 1, 3, 4, 5 and 6
	<b>Seminars</b>	2	5% (5)	Continuous	LO # 1-5
<b>Summative assessment</b>	<b>Midterm Exam</b>	2	20% (10)	7	LO # 1-3
	<b>Final Exam</b>	3	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

### Delivery Plan (Weekly Syllabus)

المنهاج الأسبوعي النظري

Material Covered	
<b>Week 1</b>	GRAMMAR, READING , MAIN COURSE SPEAKING, LISTENING , VOCABULARY am/is/are my/your This is... Introduction dialogues, Everyday English dialogues Introductions, Good morning! Practicing introduction dialogues. People meet each other



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	and introduce someone else. How are you? What's this in English? Numbers 1-10 and plurals.
<b>Week 2</b>	He/she/they His/her. Questions Where are they from?, Two people are on holiday in New York. Students ask and answer questions about where people are from. Countries, Numbers 10-20 A set of cities and countries: Brazil, Spain... Adjectives: awful, really good, fantastic, beautiful Nouns: centre, hospital, building, park
<b>Week 3</b>	Verb to be is recycled and extended to include negative and question forms. We're in Las Vegas! Roleplay: in a band. An interview with the band Metro 5. Jobs: a nurse, a doctor.. Personal information: surname, first name, address, married ... Social expressions: I'm sorry, thanks, please...
<b>Week 4</b>	Possessive adjectives. Possessive 's. Has/ have Adjective + noun Irregular Plurals Paddy McNab and his family, My best friend. The alphabet, On the phone, Saying email addresses. Who are they? Listen and identify the people. The family: mother, son.. Describing a friend: very beautiful, really funny...
<b>Week 5</b>	Present Simple: I/you/we/they a/an Adjective + noun Colin Brodie from Dundee. Role play: At a party. Where is Colin? Who is he with? At a party: Flavia and Terry are at a party in London. The lexical set of sports/food/drinks. Languages and nationalities.
<b>Week 6</b>	Present Simple: He/she Question and negatives Adverbs of frequency Prepositions of time Lois Maddox Talking about daily routines, Asking and answering questions about daily routines, Lifestyle questionnaire Listening a phone conversation between Lois and Elliot. Days of the week. The time. Words that go together: watch TV, get up early...
<b>Week 7</b>	Question words Subject pronouns Object pronouns Possessive pronouns This and that A postcard from San Francisco, A holiday postcard. Describing lifestyles, preferences and places, Roleplay: conversations in town. Listening the requests with Can I.....? Adjectives: lovely, terrible, comfortable, friendly... Opposite adjectives: new/old, big/small Places: chemist, post office
<b>Week 8</b>	There is /are Prepositions: in, on, under, next to Vancouver-the best city in the world, What to do and where to go. Talking and asking about rooms and furniture, Giving directions. My home town, Steve talks about living in Vancouver. Rooms and furniture: living room, bedroom ... In and out of town: beach, mountain, sailing,...
<b>Week 9</b>	Was/were born Past simple: irregular verbs It's a Jackson Pollock. Telling a story from pictures, Saying the dates in English. Magalie Dromand, Magalie dromand talks about her family. Saying years People and jobs Irregular verbs Have, do, go: have lunch, do homework, go shopping
<b>Week 10</b>	Past simple: regular and irregular Questions Negatives Ago Dialogues with simple past. Did you have a good weekend? Asking about holidays, A questionnaire, My last holiday, Roleplay:



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	asking and giving directions. Angie and Rick are at work, Jack and Millie's holiday. Weekend activities: go to the cinema, have a meal... Time expressions: on Monday, last night... Sports and leisure: tennis, skiing, windsurfing... Play or go: play tennis, go skiing... Seasons: winter, summer...
<b>Week 11</b>	Can / can't, Adverbs, Adjective + noun Requests and offers The Internet, What can you do on the internet? Talking about what you can do, Talking about everyday problems, Five people talk about what they do on the internet. Verbs: draw, run, drive... Verb+noun: Listen to the radio, chat to friends Adjective+noun: fast car, busy city, dangerous sport Opposite adjectives: dangerous/ safe, old/modern, old/young.
<b>Week 12</b>	I'd like, You are what you eat, Discussion-what is a good diet? Conversation with Adam, Shopping: bread, milk, fruit, Please and thank you Some /any, Like and would like People from different parts of the world describe what they eat. Roleplay: Ordering a meal. Birthday wishes, What people want on their birthday. stamps, cheese, ham... Food: cereal, salad, pasta, fish... In a restaurant: menu, starter, desert, soup, salmon
<b>Week 13</b>	Present continuous, Present simple and present continuous. This week is different, Colin, a millionaire, gives money to homeless teenagers What's the matter? Why don't you ....? What is Nigel wearing? Nigel is on holiday, What's the matter. Colours: blue, red, green... Clothes: jacket, trousers, shoes and socks... Opposite verbs: buy/sell, love/hate, open/close...
<b>Week 14</b>	Future plans, Revision: question words, tenses. Seven countries in seven days, Life's big events: three people talk about their family, education, work and ambitions. A mini autobiography. Eddie is talking to a friend about his holiday plans, social expressions Transport: travel by bus, coach, motorbike, plane... Revision
<b>Week 15</b>	Irregular verbs, phonetic symbols, consonants and vowels.

### Learning and Teaching Resources

مصادر التعلم والتدريس

	Text	Available in the Library?
<b>Required Texts</b>	New Headway Beginner, by lizand john soars	Yes
<b>Websites</b>	<a href="https://www.learnenglish.de/">https://www.learnenglish.de/</a> <a href="https://www.englishgrammar.org/">https://www.englishgrammar.org/</a> <a href="https://www.phrasebank.manchester.ac.uk/">https://www.phrasebank.manchester.ac.uk/</a>	



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### GRADING SCHEME

مخطط الدرجات

Group	Grade	التقدير	Marks (%)	Definition
<b>Success Group (50 - 100)</b>	<b>A - Excellent</b>	امتياز	90 - 100	Outstanding Performance
	<b>B - Very Good</b>	جيد جدا	80 - 89	Above average with some errors
	<b>C - Good</b>	جيد	70 - 79	Sound work with notable errors
	<b>D - Satisfactory</b>	متوسط	60 - 69	Fair but with major shortcomings
	<b>E - Sufficient</b>	مقبول	50 - 59	Work meets minimum criteria
<b>Fail Group (0 - 49)</b>	<b>FX – Fail</b>	مقبول بقرار	(45-49)	More work required but credit awarded
	<b>F – Fail</b>	راسب	(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.