

# MODULE DESCRIPTION FORM

## نموذج وصف المادة الدراسية

lecturer : Dr. Haidar Naeem Hamza

English/The first stage

Module Information			
معلومات المادة الدراسية			
Module Title	English Language اللغة الانكليزية		Module Delivery
Module Type	Basic learning activities		<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	QU01		
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level	UGx11 2	Semester of Delivery	
Administering Department	Department of Cuneiform studies	College	College of Archaeology
Module Leader		e-mail	
Module Leader's Acad. Title	lecturer	Module Leader's Qualification	PhD
Module Tutor		e-mail	
Peer Reviewer Name		e-mail	
Scientific Committee Approval Date	01/09/2023	Version Number	1.0

Relation with other Modules

العلاقة مع المواد الدراسية الأخرى			
Prerequisite module	None	Semester	None
Co-requisites module	None	Semester	None

<b>Module Aims, Learning Outcomes and Indicative Contents</b> أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية	
<b>Module Objectives</b> أهداف المادة الدراسية	<ul style="list-style-type: none"> <li>To develop students' general English •</li> <li>To develop the skills of reading, writing, listening and speaking. •</li> <li>Each unit is organized to enhance students' basic knowledge of vocabulary and grammar through reading texts. •</li> <li>To enable the students, comprehend the spoken form. •</li> <li>To develop student's ability to use English in day-to-day life and real life situation. •</li> <li>To understand the written text and able to write academic paper. •</li> <li>To write simple English to express ideas.. •</li> </ul>
<b>Module Learning Outcomes</b> مخرجات التعلم للمادة الدراسية (تنويه هام: اكتب على الأقل 6 مخرجات تعليمية، ومن الأفضل أن تكون مساوية لعدد أسابيع الدراسة)	<ul style="list-style-type: none"> <li>Students will heighten their awareness of correct usage of English grammar in writing and speaking •</li> <li>Students will improve their speaking ability in English both in terms of fluency and comprehensibility •</li> <li>Students will give oral presentations and receive feedback on their performance •</li> <li>Students will increase their reading speed and comprehension of academic articles •</li> <li>Students will improve their reading fluency skills through extensive reading •</li> <li>Students will enlarge their vocabulary. •</li> <li>Students will strengthen their ability to write academic papers, essays and summaries. •</li> <li>Students will learn how to form sentences. •</li> <li>Students will acquire the skills of listening, speaking, reading, writing and thinking in an integrated manner. •</li> <li>Students will use polite forms of expression and respond meaningfully both orally and in writing. •</li> </ul>

	<p>Students will acquire varied range of vocabulary; understand • increased complexity of sentence structures both in reading and writing.</p>
<p><b>Indicative Contents</b> المحتويات الإرشادية</p>	<p>Indicative content includes the following.</p> <p><u>Part A</u> Grammar (tenses, Questions, Possessive adjectives, Subject pronouns, Object pronouns, Possessive pronouns, Verb to be is recycled and extended to include negative and question forms that enable students to be aware of the correct usage of English grammar in writing and speaking.</p> <p><u>Part B</u> Reading is aimed to develop students' general English through the skills of reading dialogues and short passages.</p> <p><u>Part C</u> Speaking and Listening: To help students understand basic expressions and conversations and use them in real-life situations through Roleplay , Practicing dialogues, The alphabet, Talking about daily routines, Describing lifestyles, Listening the requests, Home town, Countries, Numbers ...</p> <p><u>Part D</u> Writing: To help students write basic sentences leading to a paragraph using the vocabulary learned in the textbook.</p>

<p><b>Learning and Teaching Strategies</b> استراتيجيات التعلم والتعليم</p>	
<p><b>Strategies</b></p>	<p>Using the explanation method for each topic, while providing the student with the subject file, explanatory videos, and applied exercises for each topic, with the involvement of The student, during the lecture, asked the oral question at one time and the written question at another by:</p> <ol style="list-style-type: none"> <li>1 Encouraging the student to participate in speaking by presenting phrases and examples similar to those in the lecture.</li> <li>2- Involve the students in the discussion in English by presenting a topic or piece of comprehensible reading or a video for discussion</li> <li>3- Participating in discussion groups inside the hall or on the virtual platform of Google Classrooms (Meet its and Classroom Google).</li> </ol> <p>Contact Online (while encouraging students to listen to English-language videos in the academic field or social life.</p>

Student Workload (SWL)			
الحمل الدراسي للطلاب محسوب لـ ١٥ اسبوعا			
Structured SWL (h/sem) الحمل الدراسي المنتظم للطلاب خلال الفصل	32	Structured SWL (h/w) الحمل الدراسي المنتظم للطلاب أسبوعيا	2
Unstructured SWL (h/sem) الحمل الدراسي غير المنتظم للطلاب خلال الفصل	18	Unstructured SWL (h/w) الحمل الدراسي غير المنتظم للطلاب أسبوعيا	1.2
Total SWL (h/sem) الحمل الدراسي الكلي للطلاب خلال الفصل	50		

Module Evaluation					
تقييم المادة الدراسية					
As		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes اختبارات	2	10% (10)	4 and 12	LO #1, #2 and #10, #11
	Assignments واجبات (بيتي، صفي)	2	5% (5)	5 and 8	LO #3, #4 and #6, #7
	Lab. مختبر	1	15% (15)	Continuous	All
	Reports تقارير نظري	1	10% (10)	13	LO #5, #8 and #10
Summative assessment	Midterm Exam	2hr	10% (10)	9	LO #1 - #8
	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)	
المنهاج الاسبوعي النظري	
Week	Material Covered

<b>Week 1</b>	<b>UNIT 1</b> Present simple am/is/are my/your. Question with question words. Everyday English Practicing introduction dialogues. Possessive adjectives. Plural nouns. Numbers 1-10
<b>Week 2</b>	<b>UNIT 2</b> Present simple am/is/are His/her. Questions and answer questions about where people are from. Possessive adjectives. Countries, Numbers 10-20.
<b>Week 3</b>	<b>UNIT 3</b> Verb to be is recycled and extended to include negative and question forms. Jobs. Personal information. Social expressions.
<b>Week 4</b>	<b>UNIT 4</b> Possessive adjectives. Possessive 's. Has/ have Adjective + noun Irregular Plurals. The alphabet. The family. Describing a friend.
<b>Week 5</b>	<b>UNIT 5</b> Present Simple: I/you/we/they a/an Adjective + The lexical set of sports/food/drinks. Languages and nationalities
<b>Week 6</b>	<b>UNIT 6</b> Present Simple: He/she Question and negatives Adverbs of frequency Prepositions of time. Talking about daily routines, Asking and answering questions about daily routines, Lifestyle questionnaire. Days of the week. The time
<b>Week 7</b>	Mid-term Exam
<b>Week 8</b>	<b>UNIT 7</b> Question Words. Subject Pronouns. Object Pronouns. Possessive Pronouns This and that. Describing lifestyles, preferences and places. Adjectives. Opposite adjectives.
<b>Week 9</b>	<b>UNIT 8</b> There is /are Prepositions: in, on, under, next to. Talking and asking about what to do and where to go, Giving directions. Rooms and furniture.
<b>Week 10</b>	<b>UNIT 9</b> Was/were born Past simple: irregular verbs. Telling a story from pictures, Saying the dates in English. Saying Years People and jobs Irregular Verbs Have, do, go.
<b>Week 11</b>	<b>UNIT 10</b> Past simple: regular and irregular Questions Negatives Ago. Asking about holidays, a questionnaire. Weekend activities. Time expressions, Sports and leisure, Seasons.
<b>Week 12</b>	<b>UNIT 11</b> Can / can't, Adverbs, Adjective + noun Requests. Talking about what you can do, talking about everyday problems. Verbs. Verb+ noun, Adjective+ noun.
<b>Week 13</b>	<b>UNIT 12</b> I'd like, Some /any, Like and would like. Discussion-what is a good diet? And ordering a meal. Birthday wishes. Shopping. In a restaurant.

<b>Week 14</b>	<b>UNIT 13</b> Present continuous, Present simple and present continuous. What's the matter? Why don't you ....?. Colours. Clothes. Opposite verbs.
<b>Week 15</b>	<b>UNIT 14</b> Future plans, Revision: question words, tenses. Life's big events. A mini autobiography. Social expressions Transport. Revision.
<b>Week 16</b>	<b>Preparatory week before the final Exam</b>

### Learning and Teaching Resources

#### مصادر التعلم والتدريس

	Text	Available in the Library?
<b>Required Texts</b>	s Headway New Beginners By: John Soars & Liz Soars	Yes
<b>Recommended Texts</b>	- Raymond, Murphy. English Grammar in Use (2nd ed.). Cambridge University Press. - Quirk, R. et.al. (1972). A Comprehensive Grammar of English. London: Longman.	No
<b>Websites</b>	Google Books, Google Scholar, engvid.com	

### Grading Scheme

#### مخطط الدرجات

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