




MODULE DESCRIPTION FORM




Module Information			
Module Title	English Language I		Module Delivery
Module Type	S		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	UOWA105		
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level	1	Semester of Delivery	
Administering Department	Artificial Intelligence	College	Computer Science and Information Technology
Module Leader	Mahmood Jasim	e-mail	mahmood.jasim@uowa.edu.iq
Module Leader's Acad. Title	Lecturer	Module Leader's Qualification	Ph.D
Module Tutor	Mahmood Jasim	e-mail	mahmood.jasim@uowa.edu.iq
Peer Reviewer Name	Ali Mahmoud Ali	e-mail	ali.mahmoud@uowa.edu.iq
Scientific Committee Approval Date	01/11/2025	Version Number	1.0

Relation with other Modules			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	


 م.م. عايي محموديان
 مقر قسم الذكاء الاصطناعي
 ٢٠٢٦ - ٢٠٢٥

Department Head Approval




 ا.م.د. محمد علي لفايفي
 العميد
 ٢٠٢٦ - ٢٠٢٥

Dean of the College Approval

Module Aims, Learning Outcomes and Indicative Contents	
Module Objectives	Enhance Language Proficiency: The course aims to enhance students' language proficiency in English, including their reading, writing, speaking, and listening skills. It focuses on improving grammar, vocabulary, pronunciation, and overall communication abilities
Module Learning Outcomes	<ol style="list-style-type: none"> 1. Developing advanced reading comprehension skills and critical analysis of various texts. 2. Enhancing writing skills across different genres and formats. 3. Improving oral communication and presentation skills. 4. Expanding language proficiency in English, including grammar, vocabulary, and pronunciation. 5. Analyzing and interpreting literary works from diverse genres and periods. 6. Conducting effective research and demonstrating information literacy. 7. Cultivating critical thinking skills and forming well-supported opinions. 8. Enhancing intercultural communication and understanding. 9. Fostering creativity and imaginative expression through literature and writing. 10. Cultivating a love for lifelong learning in the field of English.
Indicative Contents	<p>Study of various literary genres, such as poetry, drama, and prose.</p> <p>Analysis of literary works from different periods and cultural contexts.</p> <p>Development of critical reading and interpretation skills.</p> <p>Exploration of language and linguistics, including grammar, syntax, and phonetics.</p> <p>Introduction to literary theories and their application in analyzing texts.</p> <p>Practice in academic writing, including essay composition and research skills.</p> <p>Development of oral communication and presentation skills.</p> <p>Examination of cultural and historical contexts that influence literature.</p> <p>Integration of technology and digital resources in language and literary studies.</p> <p>Opportunities for creative writing and expression.</p>

Learning and Teaching Strategies	
Strategies	<ol style="list-style-type: none"> 1. Reading and Text Analysis: Provide a variety of reading materials, including literary texts, articles, and authentic sources. Guide students in analyzing and interpreting texts, identifying main ideas, and extracting key information. Facilitate class discussions to promote comprehension and critical thinking. 2. Writing Workshops and Peer Feedback: Conduct writing workshops where students can refine their writing skills and receive feedback from peers and the instructor. Incorporate writing exercises that focus on specific writing techniques and genres. Provide guidance and support in the writing process, including brainstorming, drafting, revising, and editing. 3. Presentations and Public Speaking: Assign oral presentations on various topics to enhance students' public speaking skills. Provide guidelines and practice

	<p>opportunities for effective delivery, organization, and visual aids. Offer constructive feedback to help students improve their presentation skills.</p> <p>4. Grammar and Vocabulary Activities: Incorporate interactive grammar and vocabulary activities, such as exercises, games, and quizzes, to reinforce language skills. Provide explicit instruction on grammar rules and strategies for vocabulary acquisition. Encourage students to use new grammar and vocabulary in context.</p>
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Student Workload (SWL)			
Structured SWL (h/sem)	33	Structured SWL (h/w)	2
Unstructured SWL (h/sem)	17	Unstructured SWL (h/w)	1
Total SWL (h/sem)	50		

Module Evaluation					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	5	10% (10)	2,3,5,9,11	LO #1, LO #4, LO #5
	Assignments	4	10% (10)	4,6,8,10	LO #2, LO #6, LO #7, LO #9
	Assig. in college.	Continuous	10% (10)	Continuous	Not Applicable (N/A)
	Report	1	10% (10)	13	LO #5, LO #6, LO #8
Summative assessment	Midterm Exam	2hr	10% (10)	7	LO #1, LO #2, LO #4
	Final Exam	3hr	50% (50)	16	All Learning Outcomes (LO #1 – LO #10)
Total assessment			100% (100 Marks)		

Delivery Plan (Weekly Syllabus)

	Material Covered
Week 1	<p>Hello</p> <p>Grammar spot (is, are, am)</p> <p>Possessive Pronouns</p> <p>Everyday English (conversation)</p> <p>Word order</p> <p>Sounds</p>
Week 2	<p>Your world</p> <p>Nationalities</p> <p>Grammar spot (abbreviations, completing a question, Checking the correct sentence)</p> <p>Complete a conversation</p>
Week 3	<p>All about you</p> <p>Grammar spot (Negatives, abbreviations, and short answers)</p> <p>Writing Personal information (profile)</p> <p>Listening to a conversation</p> <p>Social expressions and jobs</p>
Week 4	<p>Family and friends</p> <p>Objective Pronouns</p> <p>Possession (Possessive pronouns, Possessive S, Has and have)</p> <p>Grammar spot (Checking the correct sentence)</p> <p>Pronunciation</p>
Week 5	<p>The way I live</p> <p>Vocabulary: sports, food, and drinks</p> <p>Grammar spot: (positive, negative, adjectives, and articles: a/an)</p> <p>Listening and speaking</p> <p>Matching countries with nationalities</p>
Week 6	<p>Every day</p> <p>Writing (times)</p> <p>Grammar spot (present simple and its adverbs)</p> <p>Pronunciation (s)</p> <p>Vocabulary and speaking</p> <p>Prepositions</p>
Week 7	Mid-term Exam

Week 8	<p>My favorites/Where I live</p> <p>Grammar spot: Question words, positive, negative, question, and word order.</p> <p>Conversation: using this/ that</p> <p>Vocabulary: completing adjectives, synonyms and antonyms, Everyday English (places and activities).</p> <p>Writing a letter, a postcard and a paragraph. Everyday English: directions</p>
Week 9	<p>Times past</p> <p>Grammar spot: passive voice, past simple, questions, past tense adverbs, and question words.</p> <p>Reading and speaking: past form</p> <p>Vocabulary: Using have, do, go, and time expressions</p> <p>Listening and speaking: sport, leisure, seasons, and months.</p>
Week 10	<p>We had a great time</p> <p>Grammar spot: past tense: regular and irregular forms</p> <p>Pronunciation of /t/, /d/ and /id/</p> <p>Vocabulary: technical terms</p>
Week 11	<p>I can do that</p> <p>Grammar spot: can, adverbs (fast and well), Regular adverbs, and request and offer</p> <p>Pronunciation of can</p> <p>Vocabulary and speaking: adjectives, and everyday English</p>
Week 12	<p>Please and thank you</p> <p>Speaking: activities and places,</p> <p>Grammar spot: would like, some and any, always, and now and soon</p> <p>Reading and speaking: food names, and everyday English (signs all around)</p> <p>Vocabulary: Technical expressions</p>
Week 13	Second Exam
Week 14	<p>Here and now</p> <p>Vocabulary and listening: colors, opposite verbs, everyday English (sense terms)</p> <p>Grammar spot: present continuous</p>
Week 15	<p>It's time to go</p> <p>Writing: transport</p> <p>Grammar spot: going to and present continuous, and Question words</p> <p>Vocabulary revision, Everyday English (social expressions), and technical abbreviations.</p> <p>Pronunciation of two and three syllables</p>

Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	Headway Plus Beginner, by John and Liz Soars,2010	Yes
Recommended Texts	English Grammar in Use (Elementary), Raymond Murphy, Cambridge University Press	NO
Websites	https://www.bbc.co.uk/learningenglish	

Grading Scheme				
Group	Grade	Mark	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Excellent	90 - 100	Outstanding Performance
	B - Very Good	Very Good	80 - 89	Above average with some errors
	C - Good	Good	70 - 79	Sound work with notable errors
	D - Satisfactory	Fair / Average	60 - 69	Fair but with major shortcomings
	E - Sufficient	Pass / Acceptable	50 - 59	Work meets minimum criteria
Fail Group (0 – 49)	FX – Fail	Fail (Pending)	(45-49)	More work required but credit awarded
	F – Fail	Fail	(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.				