

	Ministry of Higher Education and Scientific Research - Iraq Al-Mustaql University College of Engineering Department of Prosthetics and Orthotics Engineering	
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## MODULE DESCRIPTOR FORM

### نموذج وصف المادة الدراسية

Module Information			
معلومات المادة الدراسية			
Module Title	اللغة الانجليزية		Module Delivery
Module Type	SUPPORTIVE		<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			
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level	1	Semester of Delivery	1
Administering Department		College	
Module Leader	Muntadher Saleh Mahdi		<b>e-mail</b> <a href="mailto:muntadher.saleh.mahdi@uomus.edu.iq">muntadher.saleh.mahdi@uomus.edu.iq</a>
Module Leader's Acad. Title	Asst. Lect.	Module Leader's Qualification	MSc.
Module Tutor			
Peer Reviewer Name		e-mail	
Review Committee Approval		Version Number	1.0

<h3 style="text-align: center;">Relation With Other Modules</h3> <p style="text-align: center;">العلاقة مع المواد الدراسية الأخرى</p>					
<b>Prerequisite module</b>	none	<b>Semester</b>			
<b>Co-requisites module</b>	none	<b>Semester</b>			
<h3 style="text-align: center;">Module Aims, Learning Outcomes and Indicative Contents</h3> <p style="text-align: center;">أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية</p>					
<b>Module Aims</b> أهداف المادة الدراسية	<ol style="list-style-type: none"> <li>1. To review essential grammar of the language.</li> <li>2. To develop writing skills in engineering topics with focus on enhancing students' abilities to deliver ideas clearly according to academic writing structure, including introduction paragraph, body paragraphs and a conclusion.</li> <li>3. To improve students' reading and comprehension skills in engineering topics, especially in prosthetics and orthotics engineering, and help them extract relevant information and summarize key points accurately.</li> <li>4. To enhance students' vocabulary in engineering topics, through reading and listening activities.</li> <li>5. To improve students' ability to listen effectively to different listening materials in engineering topics, understand the basic ideas, and summarize key points.</li> <li>6. To improve students' ability to speak and present ideas in front of the class.</li> <li>7. To enhance students' ability to engage and participate in classes through group reading or discussion.</li> </ol>				
<b>Module Learning Outcomes</b> مخرجات التعلم للمادة الدراسية	<ol style="list-style-type: none"> <li>1. Students should be able to compose correct sentences according to the language grammar.</li> <li>2. Students should be able to deliver well-written reports that meet the standards expected in the engineering field.</li> <li>3. Students should be able to comprehend engineering documents, research papers, and manuals effectively.</li> <li>4. Students should be able to understand and use technical vocabulary accurately and appropriately in their academic and professional settings.</li> <li>5. Students should be able to listen to English listening materials in engineering field easily.</li> <li>6. Students should be able speak in English and present ideas in public.</li> <li>7. Students should be able to engage in groups and work in a team environment.</li> </ol>				

<p><b>Indicative Contents</b> المحتويات الإرشادية</p>	<p><b>Part A – Review Grammar and Language Accuracy</b></p> <ul style="list-style-type: none"> <li>• Sentence structures and verb tenses in engineering contexts</li> <li>• Subject-verb agreement and word order</li> <li>• Common grammatical errors and their corrections. [8 hrs]</li> </ul> <p><b>Part B – Reading Comprehension</b></p> <ul style="list-style-type: none"> <li>• Reading and understanding simple technical texts and articles</li> <li>• Skimming and scanning techniques for technical information</li> <li>• Identifying main ideas and key details in engineering materials [8 hrs]</li> </ul> <p><b>Part C – Technical Vocabulary and Terminology:</b></p> <ul style="list-style-type: none"> <li>• Vocabulary building exercises and activities</li> <li>• Application of technical vocabulary in writing and speaking tasks [4 hrs]</li> </ul> <p><b>Part D – Writing Skills</b></p> <ul style="list-style-type: none"> <li>• Writing short paragraphs and descriptions of engineering processes</li> <li>• Constructing coherent sentences and organizing ideas</li> <li>• Introduction to technical report writing and documentation. [8 hrs]</li> </ul> <p><b>Part E – Listening and Comprehension Skills</b></p> <ul style="list-style-type: none"> <li>• Understanding spoken instructions and directions</li> <li>• Listening to daily conversation and short stories</li> <li>• Extracting key information from audio materials [8 hrs]</li> </ul> <p><b>Part F – Speaking Skills</b></p> <ul style="list-style-type: none"> <li>• Participating in group discussions</li> <li>• Practicing effective communication in team projects [7 hrs]</li> </ul> <p><b>Part G – Basic Communication Skills:</b></p> <ul style="list-style-type: none"> <li>• Greetings, introductions, and social interactions</li> <li>• Describing objects, processes, and diagrams [7 hrs]</li> </ul>
<p><b>Strategies</b></p>	<p><b>Learning and Teaching Strategies</b> استراتيجيات التعلم والتعليم</p> <ul style="list-style-type: none"> <li>• Strategies that are used in delivering this module is to train the students on reading, listening and writing, and that is achieved through class exercises and assignments to improve those skills .</li> <li>• Communicative strategy: Encourage students to engage in authentic language use through pair and group work, discussions, role-plays, and real-life engineering scenarios.</li> <li>• Multimodal Instruction: Utilize a variety of teaching resources and materials, including audiovisual materials, interactive online platforms.</li> </ul>

	<p>Incorporate visual aids, diagrams, and multimedia tools to enhance comprehension and engage visual and auditory learners.</p> <ul style="list-style-type: none"> <li>Authentic Materials: Incorporate authentic materials such as engineering articles, technical manuals, and industry reports to expose students to real-world language use in engineering contexts. This helps students develop language skills and domain-specific knowledge simultaneously.</li> <li>Formative Assessment: Implement regular formative assessments, such as quizzes, short writing assignments, and oral presentations, to monitor students' progress and provide timely feedback. Use assessment tasks to gauge language development and target areas for improvement.</li> <li>Self-Reflection and Self-Assessment: Encourage students to reflect on their language learning progress, set goals, and assess their own language proficiency. Promote self-directed learning by providing self-assessment tools and encouraging students to seek opportunities for autonomous language practice.</li> </ul>
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<b>Student Workload (SWL)</b> 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 أسبوعيا	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 أسبوعيا	1
<b>Total SWL (h/sem)</b> الحمل الدراسي الكلي للطالب خلال الفصل	50		

<b>Module Evaluation</b> تقييم المادة الدراسية					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Quizzes</b>	2	5% (5)	5, 10	LO #1 and 2
	<b>Assignments</b>	7	5% (5)	2, 4, 6, 8, 10, 12, and 14	All
	<b>Projects / Lab.</b>	8	5% (10)	1, 3, 5, 7, 9, 11, 13 and 15	All
	<b>Report</b>	1	5% (5)	12	LO #6
<b>Summative assessment</b>	<b>Midterm Exam</b>	4 hr	20% (20)	7	All
	<b>Final Exam</b>	3hr	60% (60)	16	All
<b>Total assessment</b>		100% (100 Marks)			

**Delivery Plan (Weekly Syllabus)**  
**المنهاج الاسبوعي النظري**

<b>Material Covered</b>	
<b>Week 1</b>	<p>1. It's a wonderful world!</p> <p>Grammar: Auxiliary verbs, naming tenses, questions and negative.</p> <p>Vocabulary: Social expressions, sport and Leisure.</p> <p>Reading: Wonders of the modern world.</p> <p>Writing: Topic sentences.</p> <p>Listening: My wonders exercise.</p>
<b>Week 2</b>	<p>2. Get happy!</p> <p>Grammar: Present tenses, simple and continuous, and present passive.</p> <p>Vocabulary: Numbers and dates, money and fractions.</p> <p>Reading: The clown doctor.</p> <p>Writing: Developing paragraphs with descriptive details.</p> <p>Listening: Sports exercise.</p>
<b>Week 3</b>	<p>3. Telling tales</p> <p>Grammar: Past tenses, past simple, continuous, and perfect, and past passive.</p> <p>Vocabulary: Art and Literature.</p> <p>Reading: The painter and the Writer.</p> <p>Writing: Using word maps to brainstorm.</p> <p>Listening: Books and films exercise.</p>
<b>Week 4</b>	<p>4. Doing the right thing</p> <p>Grammar: Modal verbs – obligation and permission.</p> <p>Reading: A world guide to good manners.</p> <p>Vocabulary: Nationality words, countries and adjectives.</p> <p>Writing: Review of descriptive vocabulary.</p> <p>Listening: Come round to my place exercise.</p>
<b>Week 5</b>	<p>5. On the move</p> <p>Grammar: Future forms – going to, will, and present continuous.</p> <p>Reading: My kind of holidays.</p> <p>Vocabulary: the weather, travelling around.</p>
<b>Week 6</b>	<p>6. I just love it!</p>

	<p>Grammar: Questions with like and verb patterns.</p> <p>Reading: Global Pizza- the history of the world's most famous food.</p> <p>Vocabulary: Describing food, cities and people.</p> <p>Writing: Paragraph explaining cause and effect/ result.</p> <p>Listening: New York and London exercise.</p>
<b>Week 7</b>	<p>7. The world of work</p> <p>Grammar: Present perfect, and present perfect passive.</p> <p>Reading: Dream jobs.</p> <p>Vocabulary: Phrasal verbs, on the phone.</p> <p>Writing: Expressing personal feelings about problems.</p> <p>Listening: The busy life of a retired man.</p>
<b>Week 8</b>	<p>8. Just imagine</p> <p>Grammar: Conditionals, first and second conditionals, and time clauses.</p> <p>Vocabulary: Base and strong adjectives.</p> <p>Reading: Who wants to be a millionaire.</p> <p>Writing: Using time expressions: after, before, and when.</p> <p>Listening: Who wants to be a millionaire exercise.</p>
<b>Week 9</b>	<p>9. Getting on together</p> <p>Grammar: Modal verbs – Probability and possibility.</p> <p>Vocabulary: character adjectives, agreeing and disagreeing.</p> <p>Reading: The man who planted trees.</p> <p>Writing: Writing about causes and effect relationships.</p> <p>Listening: Brothers and Sisters exercise.</p>
<b>Week 10</b>	<p>10. Obsessions</p> <p>Grammar: Present perfect continuous, questions and answers, and time clauses.</p> <p>Vocabulary: Compound nouns.</p> <p>Reading: Famous for not being famous.</p> <p>Writing: Summarizing all previous exercises in one writing exercise.</p> <p>Listening: Collectors exercise.</p>
<b>Week 11</b>	<p>11. Tell me about it</p> <p>Grammar: Indirect Questions, and questions tags.</p> <p>Reading: Engineering reading material 1.</p> <p>Vocabulary: Engineering terms 1.</p>

	<p>Speaking: group discussion.</p> <p>Listening: BBC six minutes English exercise.</p>
<b>Week 12</b>	<p>Speaking presentation.</p> <p>Listening: Ted video exercise.</p>
<b>Week 13</b>	<p>12. Life's great events!</p> <p>Grammar: Reported speech: reported statements, and reported requests and commands.</p> <p>Reading: Engineering reading material 2</p> <p>Vocabulary: Engineering terms 2.</p> <p>Speaking: group discussion.</p> <p>Listening: Engineering listening material.</p>
<b>Week 14</b>	<p>Reading: Engineering reading material 3</p> <p>Vocabulary: Engineering terms 3</p>
<b>Week 15</b>	<b>Content review</b>

<h3 style="text-align: center;">Delivery Plan (Weekly Lab. Syllabus)</h3> <p style="text-align: center;">المنهاج الاسبوعي للمختبر</p>	
	Material Covered
<b>Week 1</b>	
<b>Week 2</b>	
<b>Week 3</b>	
<b>Week 4</b>	
<b>Week 5</b>	
<b>Week 6</b>	
<b>Week 7</b>	
<b>Week 8</b>	
<b>Week 9</b>	
<b>Week 10</b>	
<b>Week 11</b>	
<b>Week 12</b>	
<b>Week 13</b>	
<b>Week 14</b>	
<b>Week 15</b>	

## Learning and Teaching Resources

مصادر التعلم والتدریس

	Text	Available in the Library?
Required Texts	1. New Headway Plus Intermediate Student Book, Liz and John Soars, 2006, Oxford University Press. Writing in Paragraphs, Dorothy E Zemach and Carlos Islam, 2010, Macmillan.	Yes
Recommended Texts		No
Websites	<a href="#">News – Biomedical Engineering at the University of Michigan (umich.edu)</a> <a href="#">TED-Ed - YouTube</a> <a href="#">BBC Learning English - 6 Minute English</a>	

**APPENDIX:**

<b>GRADING SCHEME</b> <b>مخطط الدرجات</b>				
<b>Group</b>	<b>Grade</b>	التقدير	<b>Marks (%)</b>	<b>Definition</b>
<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:				
<p>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.</p>				



**ملاحظة: هذا النموذج تم وضعه وتقديمه من قبل مديرية ضمان الجودة في وزارة التعليم العالي والبحث العلمي**