# TEMPLATE FOR COURSE SPECIFICATION

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| HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW |

**COURSE SPECIFICATION**

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| This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification. |

**Dr. Salam E Hammeed**

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| 1. Teaching Institution | Al-Nahrain University - College of Science |
| 2. University Department/Centre | Department of Physics |
| 3. Course title/code | English Language |
| 4. Modes of Attendance offered | Compulsory (compulsory attendance) |
| 5. Semester/Year | First Semester 2022-2023 (First Stage) |
| 6. Number of hours tuition (total) | 1 hour a week - total 15 hours |
| 7. Date of production/revision of this specification | 10-20-2022 |
| 8. **Aims of the Course** | |
| 1. Introducing students to English and emphasizing its role as the most used language in the world to describe and understand different types of science, especially modern physics. | |
| 2. Encouraging students to use the English language in their daily lives by visiting websites that help them deal with daily developments in the fields of education, family and society. | |
| 3. Increasing students' self-confidence in their ability to learn English, improving their skills in reading, writing and semantics, and eliciting the idea of the main topic of research and scientific publications. | |

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| 9· **Learning Outcomes, Teaching, Learning and Assessment Methods** |
| A1- Students can learn how to understand and translate articles written in English into their native language  A2- Students will understand how to avoid citing papers that have been cited.  A3- Allow students to conduct research and write research reports in English.  A4- Learn about the English language and its role in transferring and understanding different types of science and technology. |
| B. **The skills goals special to the course:**  B1 - The ability to listen to and understand the articles in English.  B2 - The ability to translate into his mother tongue.  B3 - The ability to refrain from quoting a text. |
| **Teaching and Learning Methods:** |
| 1- Giving students a detailed lecture on the origins and grammar of the English language.  2- - Listen to, understand and translate the articles and conversations in the course correctly.  3- Using dialogue and active participation to consolidate concepts and deepen understanding.  4- Giving students homework that includes an exercise in avoiding textual hijacking.  5- Students compose scientific articles in English by first writing them in Arabic and then translating them into English |
| **Assessment methods:** |
| 1 - Daily exams with questions that focus on measuring understanding of the basics.  2- Semester exams.  3- Participation marks for competition questions related to the subject.  4- Specific grades with homework. |
| C. **Affective and value goals**:  C1 - To develop the student’s awareness of the importance of the English language in daily and academic life.  C2 The ability to analyze, conclude, evaluate and issue judgment  C2- Contribute to the student’s intellectual, personal and professional development  C3 - Reinforce and develop the student's positive attitude towards learning the English language  C4 - Develop the student's awareness of foreign culture. |
| **Teaching and Learning Methods:** |
| 1. Curriculum for innovation Knowledge of the rules and principles of the English language  2. Adoption of blended learning through the use of multimedia technology, curricula and extra-curricular assignments. |
| **Assessment methods:** |
| 1. A form that evaluates performance according to a criterion that depends on the nature of the scientific material  2. Works within the group work.  3. Tests (written and oral).  4. Transferred general and qualification skills (other skills related to employability and personal development).  5. Training students to use modern teaching methods and methods, including blended learning using technology  6. Multimedia.  7. Assigning students to conduct research related to all areas of the English language.  8. Enabling students to use their personal skills. |

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| D. **General and rehabilitative transferred skills (other skills relevant to employability and personal development):**  D1 - Benefiting from the program of the scientific department.  D2 Using the curricula of the corresponding departments in other colleges where the English language is among the curricula  D3 - Communicating with external means of artistic presentation (audio-visual) that depend on the English language. |

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| 10. **Course Structure** | | | | | |
| Week | Hours | ILOs | Unit/Module or Topic Title | Teaching Method | Assessment Method |
| 1 | 1 | am/are/is/my/you. How are you. Good  morning. Nu. 1-  10 | Unit 1 Hello | Blackboard+Data Show screen | Oral and written exams |
| 2 | 1 | Countries. He  /she/they/his/  her.  Fantastic/awful  . Nu. 11-30 | Unit 2  You world | Blackboard+Data Show screen | Oral and written exams |
| 3 | 1 | - | Discussion | Blackboard+Data Show screen | Oral and written exams |
| 4 | 1 | Jobs  Am/are/is.  Negative and  question  personal  information | Unit 3  All about you | Blackboard+Data Show screen | Oral and written exams |
| 5 | 1 | Have/has  Our/their  Possessive’s.  the family | Unit 4  Family and friends | Blackboard+Data Show screen | Oral and written exams |
| 6 | 1 | Sports/food/drink. language  and nationalities.  a/an. number and prices | Unit 5  The way I live | Blackboard+Data Show screen | Oral and written exams |
| 7 | 1 | First Monthly Exam | Exam 1 | Blackboard+Data Show screen | Oral and written exams |
| 8 | 1 | The time. Present  simple-he/she.  Always/sometimes  /never. Days of the  week | Unit 6  Every day | Blackboard+Data Show screen | Oral and written exams |
| 9 | 1 | Question words  Me/him/us/them.  This/that. | Unit 7  My favourites | Blackboard+Data Show screen | Oral and written exams |
| 10 | 1 | Rooms and  furniture. There  is/are . preposition | Unit 8  Where I live | Blackboard+Data Show screen | Oral and written exams |
| 11 | 1 | - | Discussion | Blackboard+Data Show screen | Oral and written exams |
| 12 | 1 | Saying. Was/were  born. Past simple irregular verbs.  Have/do/go | Unit 9  Times past | Blackboard+Data Show screen | Oral and written exams |
| 13 | 1 | Past simple-regular  and irregular.  Questions and  negatives. | Unit 10  We had a great  time! | Blackboard+Data Show screen | Oral and written exams |
| 14 | 1 | Second Monthly Exam | Exam 2 | Blackboard+Data Show screen | Oral and written exams |
| 15 | 1 | General review of the course | Lecture | Blackboard+Data Show screen | Oral and written exams |

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| 11. **Infrastructure** | | | |
| 1. Books Required reading: | | 1. New-headway-plus- Beginner intermediate-students-book.  2. New-headway-plus- Beginner intermediate-students-workbook | |
| 2. Main references (sources) | | Archived lectures by specialist teachers for every paper or video material | |
| A- Recommended books and references (scientific journals, reports…). | | Textbooks and methodology approved by the scientific committee, accreditation committees, and the academic. | |
| B-Electronic references, Internet sites… | |  | |
| 12. **The development of the curriculum plan** | | | |
| 1. Enriching the course by adding audio and speaking labs and using blended learning to increase students’ linguistic information  2. Take advantage of the curricula taught in foreign universities to improve the level of students  3. Using the educational method (Edutainmen) to activate students' cognition and kill boredom in the lecture. | | | |
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