

نموذج وصف المقرر الدراسي

(المعتمد بناءً على اتفاقية التوأمة مع جامعة كربلاء - كلية الإدارة والاقتصاد / قسم إدارة الاعمال)

اسم الجامعة: جامعة وارث الأنبياء

الكلية/ المعهد: كلية الادارة والاقتصاد

القسم العلمي: قسم إدارة الاعمال

النظام الدراسي: مسار بولونا للمرحلة الثانية

MODULE DESCRIPTION FORM

نموذج وصف المادة الدراسية

Module Information			
معلومات المادة الدراسية			
Module Title	English language		Module Delivery
Module Type	S		<input checked="" type="checkbox"/> Theory
Module Code	UNI-2207		Lecture
ECTS Credits	2		Lab
SWL (hr/sem)	50		<input checked="" type="checkbox"/> Tutorial
			<input type="checkbox"/> X Lecture review
			<input type="checkbox"/> X Seminar
Module Level	UGx11	2	Semester of Delivery
			2
Administering Department	Administration		College
			Collage of Administration and Economics
Module Leader	م.م ايات سعد عبد الامير		e-mail
Module Leader's Acad. Title	مدرس مساعد		Module Leader's Qualification
Module Tutor			e-mail
Peer Reviewer Name			e-mail
Scientific Committee Approval Date	-		Version Number
			-

Relation with other Modules

العلاقة مع المواد الدراسية الأخرى

Prerequisite module	yes	Semester	
Co-requisites module	yes	Semester	

Module Aims, Learning Outcomes and Indicative Contents

أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

Module Objectives أهداف المادة الدراسية	<ol style="list-style-type: none">1. Embodying the vision, mission and objectives of the University of Karbala, and applying the best educational practices with a focus on ensuring and enhancing quality and performance.2. Preparing specialized cadres capable of serving the community and preparing for the preparation of future specializations.3. Spreading the culture of linguistic diversity of living languages in the community and transferring knowledge and administrative skills using the language and English and writing academic research and creative scientific achievement through activities that focus on the student and the teacher.4. The college seeks to conclude scientific and cultural cooperation agreements with similar colleges and departments in different colleges to achieve the best practices in the fields of education, learning and translation.5. Focusing on the educational, moral and linguistic aspect of all its members and spreading the spirit of dedication, tolerance, commitment and work to serve the homeland.6. Focusing on intellectual and cultural construction by opening up to the experiences of other countries in the fields of management and economics through language.7. Focusing on the educational and moral aspect of the student and spreading the spirit of dedication, tolerance and commitment.
Module Learning Outcomes مخرجات التعلم للمادة	<p>English Language Skills Development</p> <ul style="list-style-type: none">• Developing conversation, reading, and comprehension skills.• Providing information on English vocabulary.• Teaching speaking, listening, and grammar usage.• Facilitating communication in foreign labor markets.

الدراسية	
<p>Indicative Contents</p> <p>المحتويات الإرشادية</p>	<p>The Headway series is a popular collection of English language textbooks widely used in educational institutions to teach English as a second or foreign language. Each level of Headway is aligned with the Common European Framework of Reference for Languages (CEFR), and the contents focus on developing the four core skills: reading, writing, listening, and speaking, along with grammar and vocabulary. Here's a general overview of the indicative contents across various levels in the Headway series:</p> <p>1. The Headway (pre-intermediate)</p> <ul style="list-style-type: none"> - Grammar: Simple present tense, 'to be', question forms, present continuous, articles, possessives, basic prepositions - Vocabulary: Everyday objects, family, numbers, countries and nationalities, colors, days of the week, food - Listening/Speaking: Simple dialogues (introductions, giving personal information), ordering food, talking about routines - Reading/Writing: Filling forms, writing short paragraphs about oneself, reading simple texts and emails <p>2. Elementary (A1-A2 CEFR)</p> <ul style="list-style-type: none"> - Grammar: Past simple, future forms (will and going to), comparative adjectives, countable and uncountable nouns, modal verbs (can, can't, must) - Vocabulary: Jobs, places in town, weather, hobbies, health and fitness, adjectives (feelings) - Listening/Speaking: Asking for/giving directions, making suggestions, talking about the past, discussing future plans - Reading/Writing: Reading short articles, writing personal emails, simple descriptions of daily life, holidays <p>3. Pre-Intermediate (A2-B1 CEFR)</p> <ul style="list-style-type: none"> - Grammar: Present perfect, past continuous, first conditional, comparative and superlative adjectives, adverbs of frequency - Vocabulary: Travel, shopping, family relationships, technology, education, work-related vocabulary - Listening/Speaking: Describing experiences, giving opinions, discussing plans, role-playing situations like making complaints or reservations - Reading/Writing: Reading magazine articles, writing postcards, emails,

	<p>formal/informal letters</p> <p>4. Intermediate (B1 CEFR)</p> <ul style="list-style-type: none"> - Grammar: Second conditional, present perfect continuous, passive voice, reported speech, gerunds and infinitives, phrasal verbs - Vocabulary: Crime, news and media, environment, health, sport, art, and culture - Listening/Speaking: Debating social issues, giving presentations, telling stories from the past, making predictions - Reading/Writing: Articles from newspapers and magazines, writing essays, short stories, formal business letters <p>5. Upper-Intermediate (B2 CEFR)</p> <ul style="list-style-type: none"> - Grammar: Past perfect, future perfect, third conditional, mixed conditionals, relative clauses, modals of deduction - Vocabulary: Global issues, advertising, science and technology, idiomatic expressions, business-related terminology - Listening/Speaking: Discussing hypothetical situations, agreeing/disagreeing in debates, presenting arguments, job interviews - Reading/Writing: Opinion articles, writing reports, formal letters, and reviews <p>6. Advanced (C1 CEFR)</p> <ul style="list-style-type: none"> - Grammar: Inversion, cleft sentences, advanced conditionals, complex noun phrases, advanced passive constructions - Vocabulary: Advanced idioms, colloquial expressions, abstract concepts (philosophy, psychology), academic and professional vocabulary - Listening/Speaking: Presenting complex ideas, discussing controversial topics, negotiating, giving structured presentations - Reading/Writing: Critical essays, academic reports, advanced articles, writing for professional and academic purposes

Learning and Teaching Strategies

استراتيجيات التعلم والتعليم

Strategies	Using a variety of teaching and learning strategies is essential in English language education because students have different strengths, learning styles, and needs. Effective teaching combines these strategies in a balanced way, ensuring that students are not only motivated but also develop comprehensive language skills. Additionally, it's important to adapt teaching methods to modern technology and the global nature of English, making the language relevant and accessible to learners in real-world contexts.
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Student Workload (SWL)			
الحمل الدراسي للطالب محسوب لـ ١٥ اسبوعا			
Structured SWL (h/sem) الحمل الدراسي المنتظم للطالب خلال الفصل	33	Structured SWL (h/w) الحمل الدراسي المنتظم للطالب أسبوعيا	2.2
Unstructured SWL (h/sem) الحمل الدراسي غير المنتظم للطالب خلال الفصل	17	Unstructured SWL (h/w) الحمل الدراسي غير المنتظم للطالب أسبوعيا	1.1
Total SWL (h/sem) الحمل الدراسي الكلي للطالب خلال الفصل	50		

Module Evaluation					
تقييم المادة الدراسية					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Formative assessment	Quizzes	2	10% (10)	5 and 13	All
	Assignments	2	10% (10)	2 and 14	All
	Projects	1	10% (10)	Continuous	All
	Report	1	10% (10)	15	All
Summative assessment	Midterm Exam	1hr	10% (10)	9	All
	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

As

Delivery Plan (Weekly Syllabus)

المنهاج الاسبوعي النظري

Week

	Material Covered
Week 1	Chapter 1 - GETTING TO KNOW YOU
Week 2	Chapter 1- GETTING TO KNOW YOU
Week 3	Chapter 2 – THE WAY WE LIVE
Week 4	Chapter 2 - THE WAY WE LIVE
Week 5	Chapter 3 – IT ALL WENT WRONG + Quizzes
Week 6	Chapter 3 - IT ALL WENT WRONG
Week 7	Chapter 4 – LETS GO SHOPPING
Week 8	Chapter 4 - LETS GO SHOPPING
Week 9	Exam 1-2-3-4
Week 10	Chapter 5 – WHAT DO YOU WANT TO DO
Week 11	Chapter 5 - WHAT DO YOU WANT TO DO
Week 12	Chapter 6 – TELL ME! WHAT'S IT LIKE
Week 13	Chapter 6 -TELL ME! WHAT'S IT LIKE + Quizzes
Week 14	Chapter 7 – FAMOUS COUPLES
Week 15	Chapter 7 - FAMOUS COUPLES
Week 16	Preparatory week before the final Exam

Delivery Plan (Weekly Lab. Syllabus)

المنهاج الاسبوعي للمختبر

Week

	Material Covered
Week 1	x
Week 2	x
Week 3	x
Week 4	x
Week 5	x
Week 6	x
Week 7	x

Learning and Teaching Resources

مصادر التعلم والتدريس

	Text	Available in the Library?
Required Texts	Headway book level TWO pre-intermediate	Yes
Recommended Texts		
Websites	https://elt.oup.com/?cc=global&sellLanguage=en	

Grading Scheme

مخطط الدرجات

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