

Course Description Template

(Approved based on the twinning agreement with the University of Karbala – Faculty of Business Administration / Department of Business Administration)

University Name: Warith Al-Anbiya University

College/Institute: College of Administration and Economics

Scientific Department: Department of Business Administration

Curriculum: Bologna Track for the Second Stage

MODULE DESCRIPTION FORM

Sample course description

Module Information			
Course Information			
Module Title	English language		Module Delivery
Module Type	S		<input checked="" type="checkbox"/> Theory Lecture Lab <input checked="" type="checkbox"/> Tutorial <input type="checkbox"/> X Lecture review <input type="checkbox"/> X Seminar
Module Code	UNI-2207		
ECTS Credits	2		
SWL (hr/sem)	50		
Module Level	UGx11	2	
Administering Department	Administration	College	Collage of Administration and Economics
Module Leader	Eng. Ayat Saad Abdel Amir	e-mail	
Module Leader's Acad. Title	Assistant Lecturer	Module Leader's Qualification	
Module Tutor		e-mail	
Peer Reviewer Name		e-mail	
Scientific Committee Approval Date	-	Version Number	-

Relation with other Modules

Relationship with other subjects

Prerequisite module	yes	Semester	
Co-requisites module	yes	Semester	

Module Aims, Learning Outcomes and Indicative Contents

Course Objectives, Learning Outcomes, and Instructional Contents

<p>Module Objectives</p> <p>Course Objectives</p>	<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.
<p>Module Learning Outcomes</p> <p>Learning Outcomes for</p>	<p>English Language Skills Development • Developing conversation, reading, and comprehension skills. • Providing information on English vocabulary. • Teaching speaking, listening, and grammar usage. • Facilitating communication in foreign labor markets.</p>

the Course	
<p>Indicative Contents</p> <p>How-to Contents</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

Learning and Teaching Strategies

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)			
The student's academic load is calculated for 15 weeks			
Structured SWL (h/sem) Student's regular academic load during the semester	33	Structured SWL (h/w) Regular Academic Load of the Student Weekly	2.2
Unstructured SWL (h/sem) Student's irregular academic load during class	17	Unstructured SWL (h/w) Student's irregular academic load per week	1.1
Total SWL (h/sem) The student's total academic load during the semester	50		

Module Evaluation					
Assessment of the course					
		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

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Total assessment	100% (100 Marks)		
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Delivery Plan (Weekly Syllabus)

Theoretical Weekly Curriculum

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)

Weekly Laboratory Curriculum

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		
Learning and Teaching Resources		
	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				
Grading Chart				
Group	Grade	Recognition	Marks %	Definition
Success Group (50 - 100)	A - Excellent	Privilege	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	Medium	60 - 69	Fair but with major shortcomings
	E - Sufficient	Acceptable	50 - 59	Work meets minimum criteria
Fail Group (0 - 49)	FX – Fail	Deposit (in processing)	(45-49)	More work required but credit awarded
	F – Fail	Failure	(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.