Module Information

Module Title	**English Language I**	Module Delivery	
Module Type	**Support Learning**	☒ **Theory** ☒ **Lecture** ☐ **Lab** ☐ **Tutorial** ☐**Practical** ☐Seminar	
Module Code	**ENG- 102**		
ECTS Credits	**5**		
SWL (hr/sem)	**50**		
Module Level	1	Semester of Delivery	1
Administering Department	Biomedical engineering	College	**Engineering College**
Module Leader	**Assist. Lec: Kawthar Ali Hassan**	e-mail	**Kawthar.ali@uowa.edu.iq**
Module Leader's Acad. Title	**Asst. Lecturer**	Module Leader's Qualification	master
Module Tutor		e-mail	
Peer Reviewer Name	Name	e-mail	
Scientific Committee Approval Date	2/1/2026	Version Number	1.0

Relation with other Modules

Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

Module Aims, Learning Outcomes and Indicative Contents	
Module Aims	Teaching English aims to improve global communication skills and enhance professional and academic opportunities. Teaching strategies include blended learning, interactive learning, and technology-based learning. Academic outcomes also include language proficiency, the ability to read and interpret scientific research, and the ability to interact effectively in multicultural environments.
Module Learning Outcomes	4. The ability to communicate effectively with a diverse audience
Indicative Contents	1. **Educational Information:** Providing fundamental concepts and principles to support the learning and thinking process. 2. **Procedures and Steps:** Clear instructions on how to carry out specific tasks or activities. 3. **Tips and Guidelines:** Directions that help improve performance or achieve better results. 4. **Tools and Resources:** A list of useful resources such as books, websites, or applications. 5. **Cultural and Behavioral Guidelines:** Advice on how to appropriately handle social or professional situations.
Learning and Teaching Strategies	
Strategies	• **Interactive Learning:** Encouraging students to participate in classroom activities such as discussions, presentations, and problem-solving. • **Blended Learning:** Integrating traditional education with technological tools, such as online platforms, to promote self-directed learning. • **Project-Based Learning:** Students learn by working on real-world projects, which helps enhance practical skills. • **Collaborative Learning:** Promoting teamwork among students to improve cooperation and knowledge sharing. • **Performance-Oriented Teaching:** Guiding students to improve their academic performance through continuous assessment and setting clear objectives.

Student Workload (SWL)			
Structured SWL (h/sem) الحمل الدراسي المنتظم للطالب خلال الفصل	78	**Structured SWL (h/w)** الحمل الدراسي المنتظم للطالب أسبوعيا	5
Unstructured SWL (h/sem) الحمل الدراسي غير المنتظم للطالب خلال الفصل	50	**Unstructured SWL (h/w)** الحمل الدراسي غير المنتظم للطالب أسبوعيا	5
Total SWL (h/sem) الحمل الدراسي الكلي للطالب خلال الفصل	50		

Module Evaluation					
		Time/Number	**Weight (Marks)**	**Week Due**	**Relevant Learning Outcome**
Formative assessment	**Quizzes**	2	10% (10)	5, 10	LO #1, 2, 10 and 11
	Assignments	2	10% (10)	2, 12	LO # 3, 4, 6 and 7
	Projects / Lab.	1	10% (10)	Continuous	
	Report	1	10% (10)	13	LO # 5, 8 and 10
Summative assessment	**Midterm Exam**	2hr	10% (10)	7	LO # 1-7
	Final Exam	3hr	50% (50)	16	All
Total assessment			100% (100 Marks)		

	Delivery Plan (Weekly Syllabus)
	Material Covered
Week 1	**Introduction to Reading Skills: Extracting information and understanding the main idea of the text.**
Week 2 **Week 3**	**Critical Thinking and Listening Skills:** Developing students' critical thinking skills during listening, speaking, and writing by predicting, extracting key information, distinguishing facts from opinions, and recognizing idiomatic expressions, colloquial language, sarcasm, and humor. Phonetic exercises and grammar practice support the learning process. **Tense Usage (Active and Passive Forms):** Focusing on the correct use of the passive voice in academic writing, alongside practicing active forms, to enhance accurate and effective language use.
Week 4 **Week 5** **Week 6**	**Identifying the Uses of Basic English Tenses:** The simple present, present continuous, simple past, and past continuous, with a focus on sentence formation and the correct use of each tense in context.
Week 7 **Week 8** **Week 9**	**Developing Effective Speaking Skills:** Practicing speaking in small groups and classroom discussions, with a focus on asking and answering questions, expressing agreement and disagreement, and requesting clarification. **Academic Reading Strategies:** These include skimming, scanning for information, intensive reading, inferring word meanings from context, understanding text organization, distinguishing between main ideas and details as well as facts and opinions, and using summarizing and note-taking techniques.
Week 10 **Week 11** **Week 12**	**Speaking and Discussion:** Developing the ability to express ideas clearly and organize them around a main idea, supporting details, and a conclusion through short group discussions, using effective delivery techniques, visual aids, external sources, and appropriate academic vocabulary and grammar.
Week 13 **Week 14** **Week 15**	**Writing Minutes:** Explaining the concept of writing meeting minutes, their importance, and how to organize them using academic language.
Week 16	Comprehensive Exam

	Learning and Teaching Resources	
	Text	**Available in the Library?**
Required Texts		
Recommended Texts		
Websites		

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