

Kurdistan Region Government

Ministry of Higher Education and Scientific Research

Erbil Polytechnic University

**Module (Course Syllabus) Catalogue**

**2023-2024**

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| **College/ Institute** | **Khabat Technical institute** | |
| **Department** | **Administrative Law** | |
| **Module Name** | **English Skill 1** | |
| **Module Code** | **ENS102** | |
| **Degree** | **Technical Diploma Bachler High Diploma Master PhD**  --- | |
| **Semester** | **First** | |
| **Qualification** | **M.A** | |
| **Scientific Title** | **Assistant Lecture** | |
| **ECTS (Credits)** | **6** | |
| **Module type** | **Prerequisite Core Assist.** | |
| **Weekly hours** | **4** |  |
| **Weekly hours (Theory)** | **( 4 )hr Class** | **( 4 )Total hrs Workload** |
| **Weekly hours (Practical)** | **( )hr Class** | **( )Total hrs Workload** |
| **Number of Weeks** | **12** | |
| **Lecturer (Theory)** | **Dastan Sherzad Towfeeq** | |
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| **Lecturer (Practical)** | **Dastan Sherzad Towfeeq** | |
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| **Websites** |  | |

**Course Book**

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| **Course Description** | **Serves to state the rationale for the course and give an overview of key content covered, skills and knowledge to be learned .**A short, pithy statement which informs a student about the subject matter, approach, breadth, and applicability of the course focuses on content. The aim is not only to develop the ability of students to describe the form and the meaning of words in a sentence but also to provide them with the awareness and understanding of how forms and meaning are actually used in English.  The course is intended for the students who have acquired and have knowledge about English for important skills which are speaking, listening, writing, and reading.  The course is intended for students who have acquired the basics of grammar. It continues what is achieved in previous stages. It also presents prepositions, phrasal verbs and different ways of using words in the context. Word classes, grammatical categories, phrases and sentences are discussed in terms of forms and functions. Students practice the new structures in a variety of contexts to help them internalize and master them. This course intends to sharpen the skills of the students in recognizing and using grammatical structures. Since grammar is the backbone of any language and knowing the grammar of a language is almost equal to knowing the language itself. | | | | | |
| **Course objectives** | 1. **The objectives will guide your students so they know what is expected of them and what will they learn. This facilitates and enhances their learning. It also gives them clarity when choosing your course among many others. Therefore establishing course objectives has two functions: one didactic and other promotional.**  * **Defining your objectives is a great way to start planning your course. Being organized is key to reducing the time and effort you spend. The objectives will be written in terms of what students should learn. At the same time, they will help ensure that you are complying with what you have offered.** To understand conversation and to develop the ability to further your knowledge of directions opinions by self-study after the course is over. * To acquire knowledge about the types of grammatical problems that learners tend to have * To identify the main constituents such as subject, predicate, object and etc. and how these are realized in a sentence in a variety of texts. * To learn and review collocation, verbs, adjectives and phrasal building. * To master the idioms, fixed expressions, parts of speech, connecting and linking and notional concepts.  1. To learn and practice vocabularies according to student needs. | | | | | |
| **Student's obligation** | A **student** has an **obligation** to exhibit honesty and to respect the ethical standards of the profession in carrying out his or her academic assignments.  1-Students should read the texts of the parts before attending class and know how to answer the questions.  2-Students should read the texts of the parts before attending class and know how to answer the questions.  3-Active oral participations of students in the class.  1-Students regular attendance.  4-During the course, the students will be asked to write paragraphs and essays. | | | | | |
| **Required Learning Materials** | Person to person book , Speaker , laptop , net data show , White Board | | | | | |
| **Evaluation** | ‌ **Task** | | **Weight (Marks)** | | **Due Week** | **Relevant Learning Outcome** |
| Paper Review | |  | |  |  |
| Assignments | Homework | ℅5 | |  |  |
| Class Activity | ℅5 | |  |  |
| Report | ℅10 | |  |  |
| Seminar | ℅10 | |  |  |
| Essay |  | |  |  |
| Project |  | |  |  |
| Quiz | | ℅6 | |  |  |
| Lab. | |  | |  |  |
| Midterm Exam | | ℅24 | |  |  |
| Final Exam | | ℅40 | |  |  |
| Total | | ℅100 | |  |  |
| **Specific learning outcome:** | 1. Make requested   2- Make effective language choices.  3-Identify the class to which a word belongs by using its form and function.  4- Describe and explain a particular element of contemporary English in such a way that it is understandable and accessible to a universal audience.  5- Differentiate between the surface and deep structure meanings of word groups and parts of a sentence.  6 complain politely  Get by abroad | | | | | |
| **Course References‌:** | **Book of Person to Person**  **Net** | | | | | |
| **Course topics (Theory)** | | | | **Week** | | **Learning Outcome** |
| Unit one /conversation one Conversation two : Have not met before? | | | | 1 | |  |
| Unit 2/asking for Directions Conversation one: Where Can I Get these cleaning Conversation two: Where can I find a clothing store? | | | | 2 | |  |
| Unit three/Asking /Calling Conversation one: Could I please speak to Jo? Conversation 2: Iam sorry. Her line is busy right now | | | | 3 | |  |
| Unit 4 /Suggestion Conversation 1: What can we do? Conversation 2: What would you do? | | | | 4 | |  |
| Unit 5 /Asking about others Conversation 1:Have not you heard yet? Conversation 2: Wait a minute. WAS SHE HURT? | | | | 5 | |  |
| UNIT 6/Advise and Instructions Conversation 1: I feel terrible Conversation 2: What do you think? | | | | 6 | |  |
| Unit 7 /Descriptions Conversation 1: What is this thing? Conversation 2: What else do I need? | | | | 7 | |  |
| Unit 8/ Hotels Conversation 1: We would like to book a hotel. Conversation 2: we would like to check in, please. | | | | 8 | |  |
| Unit 9 / Getting information Conversation 1: If you like shopping Conversation 2: How do I get there? | | | | 9 | |  |
| Unit 10/ Identifying Others? Conversation 1: Who is that guy? Conversation 2: what is she like? | | | | 10 | |  |
| Unit 11/ Discussing Experience Conversation 1: Have you ever tried it? Conversation 2: I will never forget the time I-------- | | | | 11 | |  |
| UNIT 12 / Asking and Giving Opinions Conversation1: what do you think of it? Conversation 2: If you ask me-------- | | | | 12 | |  |
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| **Practical Topics** | | | | **Week** | | **Learning Outcome** |
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| **Questions Example Design**  **Q1 Define the following words**   1. Answer the following by True or False   **Q2 Write down the vocabulary for each following words?**   1. **Can 2- order 3-base 4- development 5- kind**   **Q3/ Write down the details of the following abbreviations?**  **Q4 /** Do as requires  **Q5/ fill the blanks with appropriate words?** | | | | | | |
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| **External Evaluator**  Seeing and listening the film video and ask the pupil about the subjects. | | | | | | |