# Image result for epu logoKurdistan Region Government Ministry of Higher Education and Scientific Research

Erbil Polytechnic University

**Module (Course Syllabus) Catalogue**

**2023-2024**

|  |  |
| --- | --- |
| **College/ Institute** | **Mergasor Technical Institute** |
| **Department** | **Translation Techniques** |
| **Module Name** | **Academic Writing / Morning** |
| **Module Code** | **ACW303** |
| **Degree** | **Technical Diploma** | √ | **Bachler** |  | **High** |
| **Diploma** |  | **Master** |  | **PhD** |  |  |
| **Semester** | **Third** |
| **Qualification** | **Master in TESOL** |
| **Scientific Title** | **Assistant Lecturer** |
| **ECTS (Credits)** | **6** |
|  |  |  |
| **Module type** | **Prerequisite** |  | **Core** |  | **Assist.** |  |  |
| **Weekly hours** | **4 hours** |
| **Weekly hours (Theory)** | **( 1 )hr Class** | **( 130 )Total hrs Workload** |
| **Weekly hours (Practical)** | **( 2 )hr Class** |
| **Number of Weeks** | **14** |
| **Lecturer (Theory)** | **NEEHAD YASEEN AZEEZ** |
| **E-Mail & Mobile NO.** | neehad.azeez@epu.edu.iq |
| **Lecturer (Practical)** |  |
| **E-Mail & Mobile NO.** |  |

Course Book

|  |  |
| --- | --- |
| **Course Description** | This course is theoretical and practical introduction to English Grammar. The theoretical part introduces to the main level of language, the main focus is on the syntactic level of language. Grammar is the backbone of a language. grammar provides you with the structure you need in order to organize and put your messages and ideas across. |
| **Course objectives** | This course is theoretical and practical. The student will receive theoretical materials which they apply in practice. The course will put students at the center of the class and such as it allows them to put it into practice. students will receive material as homework.  |
| **Student's obligation** | The role of the students is1- The students are obliged to attend the class throughout the academic year. |

|  |  |
| --- | --- |
|  | 1. They need to be ready to do quizzes and homework in any time of the semester.
2. They have to prepare and present a seminar.
 |
| **Evaluation** | **Task** | **Weight (Marks)** | **Due Week** | **Relevant Learning Outcome** |
| Paper Review |  |  |  |
| Assignments | Homework | 14 | Every lecture | To evaluate studentsweekly progress |
| Class Activity | 2 |  | To provide comment on their class performance |
| Report | 8 |  | To improve academicwriting |
| Seminar | 8 | After weekfour | To recognized theirpresentation methods |
| Essay | 8 | 3th |  |
| Project |  |  |  |
| Quiz | 4 | weekly | To evaluate student’sstrengths and weakness |
| Lab. |  |  |  |
| Midterm Exam | 16 |  | To assessment progress student during firstsession |
| Final Exam | 40 |  | To evaluate student to allsession and progress |
| Total | 100 |  |  |
| **Specific learning outcome:** | At the end of this course, students will be able to know writing skills, such as creating topic sentences and recognizing irrelevant information, are critical for good writers. when they master Writing skills, all of their writing improves |
| **Course References:** | Academic writing from paragraph to essay by Dorothy Zemach , Liza Rumisek |
| **Course topics (Theory)** | **Week** | **Learning Outcome** |
| **Words, Sentences, and Paragraphs** | 1 | To know some basic rules of words, sentences and paragraphs |
| **Punctuation 1: The Period, the Question Mark, and the Comma**  | 2 | Learning about basic punctuation such as periods, question marks, and the comma. |
| **Capitalization Rules 1****Capitalization Rules 2** | 3 | Learning what words need to be capitalized |
| **Prepositional Phrases** | 4 | Know how to use propostions such as in, on , and at in sentences. |
| **Free writing** **The six steps of writing process** | 5 |  To able them to start the process of writing with easy steps. |
| **Pre-writing: getting ready to write** | 6 | To know what they need to know before they start to write. |
| **Paragraph Formatting: Topic Sentences** | 7 | Learning about the formats of paragraphs and what the topic sentences is.  |
| **Supporting Sentences** | 8 |  Learning to identify and then how to write supporting sentences in a paragraph. |
| **Concluding Sentences** | 9 | Learning to identify and then how to write concluding sentences in a paragraph. |
| **Simple, Compound , and Complex Sentences** | 10 | Learning about different types of sentences and how to make such sentences. |
| **Conjunction and cohesive device** | 11 | To know what are the conjunction and how to use in a paragraph to improve the writing. |
| ***There is* and *There are*** | 12 | To able the students to know how to use there is or there are and when to use them. |
| **The structure of an essay** | 13 | To learn the structure of essay and be able to write essay in the format.  |
| **Questions Example Design****Questions Example Design****1- Fill in the blanks with an appropriate word or phrase in this box. 2- Do as required****3- Mark the following sentence true or false** |
| **Extra notes:** |
| **External Evaluator** |