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**COLLEGE OF ISLAMIC STUDIES**

**Islamic Studies Department**

**Subject: English Language**

**Course Book : (Year 2)**

**Lecturer's name: Pawan Asghar Talib**

**Academic Year: 2022-2023**

**Course Book**

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| **1. Course name** | | **English Language** | | |
| **2. Lecturer in charge** | | **Pawan Asghar Talib** | | |
| **3. Department/ College** | | **Islamic Studies** | | |
| **4. Contact** | | **e-mail: pawan.talib@su.edu.krd**  **Tel: 07506261055** | | |
| **5. Time (in hours) per week** | | **For example Theory: 2**  **Practical: 2** | | |
| **6. Office hours** | | **8 hours a week ( Sunday and Monday)** | | |
| **7. Course code** | |  | | |
| **8. Teacher's academic profile** | | Pawan Asghar Talib is a Kurdish University teacher from Kurdistan's capital Erbil, interested in teaching, reform in Kurdistan education system, volunteering and charity activities. Pawan holds an MA in Applied Linguistics and ELT. This certificate has been conferred on her by the University of Nottingham in the United Kingdom in 2013. She successfully obtained BA in English Language department at Salahaddin University-Erbil in 2009. She has worked as a Lecturer at Salahaddin University-Erbil/ College of Islamic Studies. She was the Head of English Language Department at Aynda Private Technical Institute. Moreover, she worked as the Head of English Language Department at Bayan Univeristy. now she is a lecturer at the college of Political Sciences. Pawan is a freelance translator and researcher with research interests in the areas of Educational Psychology, Applied Linguistics, Classroom management and English Language Teaching. | | |
| **9. Keywords** | | **Grammar, vocabulary, writing and reading** | | |
| **10. Course overview:**  Writing is an important form of communication in day-to-day life, but it is especially important at university. Mastering the skills both in first language and second language is not an easy issue. Students can find challenging to find ideas to include in their writing, and each culture has its own style for organizing academic writing. However with the help of this book and my guidance, students will learn to recognize good academic paragraphs and develop their own paragraph writing skills.  This book is designed to help elementary students analyse model paragraph, find ideas for their writing, put their ideas into sentences, organize their sentences into paragraphs, review their paragraph, an revise their paragraphs so that they become even stronger. This process approach to writing will not only develop students’ paragraph writing skills, but will also encourage them to become independent and creative writing. | | | | |
| **11. Course objective:**  The aim is to provide an interesting theme to engage students and motivate them to read and analyse the model paragraphs. The unit themes also inspire students to create their own writing. An introductory unit shows students how to format their writing and introduce the idea of process writing.  The activities in each units helps students with a particular aspect of paragraph writing, such brain storming, writing topic sentences, and developing paragraphs with supporting sentences. A unit’s activities might also teach correct punctuation for academic writing and useful grammatical functions for writing, such as conjunctions and connecting words and expressions. The units also show students how to review their own and their classmates’ writing in order to make revisions. | | | | |
| **12. Student's obligation**  For this course students are obliged for their attendance to the lectures during the academic year. They should come to their writing class every day with energy and willingness to work and learn. They have much to share with their classmates. They should study and discuss examples of English academic paragraph writing; they should also discuss their paragraphs and the paragraph of their classmates. They should learn how important the reader to the writer, and how to express clearly and directly what they mean to communicate | | | | |
| **13. Forms of teaching**  My teaching philosophy includes Involving the students by arranging them in small groups in order to gain the ultimate outcomes from the students learning. Therefore, the form of teaching includes explaining the lecture orally and using power points to show the topics with the use of data show. I may use pictures and flash cards to explain some of the topics. As well as using the white board in order to explain the important points.  I allow the students to give their own opinions and have discussions about the required topics during the lecture, in order to improve their critical thinking.  I may give the students a useful resources, sites and materials regarding this course. As well as a copy of the slides for lectures weekly, before the coming lecture. | | | | |
| **14. Assessment scheme**  Breakdown of overall assessment and examination  Students are assessed depending on their exam results, participation, presentation and even attendance in class, i.e. marks are not given on the basis of students’ performance in the exams alone.  60% of marks go to the final exam;  30 % 2 midterm exams  10 % participation, assignments, and presentations.  ‌ | | | | |
| **15. Student learning outcome:**  *Writing* paragraphs from sentence to paragraph  Develops learners’ academic writing skills offering:  1- review and extension of brainstorming, writing topics and supporting sentences  2- Grammar, punctuation, and connectives support to help develop sentences  3- a clear introduction to recognizing good academic paragraphs and developing their own  4- Structured writing assignments in every unit. | | | | |
| **16. Course Reading List and References‌:**  ▪ face to face | | | | |
| **17. The Topics:** | | | | **Lecturer's name** |
| **Weeks** | **Topics** | | **Teaching Methods** | Pawan A. Talib |
| **1** | Welcome and Course Introduction | | Lecturing and discussion |
| **2** | Introduction | | Lecturing and discussion |
| **3** | Types of the tenses | | Group work and discussion |
| **4** | Using the tenses in the sentence | | Lecturing and discussion |
| **5** | Writing sentence | | Lecturing and discussion |
| **6** | Writing a paragraph | | Group work and discussion |
| **7** | Paragraph structure (topic sentence) | | Lecturing and discussion |
| **8** | Paragraph structure (supporting sentences) | | Lecturing and discussion |
| **9** | Paragraph structure (concluding sentences) | | Lecturing and discussion |
| **10** | Brainstorming | | Lecturing and discussion |
| **11** | Reviewing | | Lecturing and discussion |
| **12** | Editing | | Lecturing and discussion |
| **13** | Choosing a topic and writing draft | | Group work and discussion |
| **14** | Punctuation | | Lecturing and discussion |
| **15** | Choosing a topic and speak | | Lecturing and discussion |
| **16** | Presenting presentation | | Lecturing and discussion |
| **17** | Practicing presentations | | Lecturing and discussion |
| **18** | Final presentations | | Group work and discussion |
| **19** | Reviewing | | Lecturing and group work |
| **18. Practical Topics (If there is any)** | | | |  |
| In this section The lecturer shall write titles of all practical topics he/she is going to give during the term. This also includes a brief description of the objectives of each topic, date and time of the lecture | | | |  |
| **19. Examinations:**  ***1. Compositional:*** In this type of exam the questions usually starts with Explain how, What are the reasons for…?, Why…?, How….?  With their typical answers  Examples should be provided  ***2.******True or false type of exams:***  In this type of exam a short sentence about a specific subject will be provided, and then students will comment on the trueness or falseness of this particular sentence. Examples should be provided  ***3. Multiple choices:***  In this type of exam there will be a number of phrases next or below a statement, students will match the correct phrase. Examples should be provided. | | | | |
| **20. Extra notes:**  Here the lecturer shall write any note or comment that is not covered in this template and he/she wishes to enrich the course book with his/her valuable remarks. | | | | |
| **21. Peer review پێداچوونه‌وه‌ی هاوه‌ڵ**  This course book has to be reviewed and signed by a peer. The peer approves the contents of your course book by writing few sentences in this section.  *(A peer is person who has enough knowledge about the subject you are teaching, he/she has to be a professor, assistant professor, a lecturer or an expert in the field of your subject).*  ئه‌م کۆرسبووکه‌ ده‌بێت له‌لایه‌ن هاوه‌ڵێکی ئه‌کادیمیه‌وه‌ سه‌یر بکرێت و ناوه‌ڕۆکی بابه‌ته‌کانی کۆرسه‌که‌ په‌سه‌ند بکات و جه‌ند ووشه‌یه‌ک بنووسێت له‌سه‌ر شیاوی ناوه‌ڕۆکی کۆرسه‌که و واژووی له‌سه‌ر بکات.  هاوه‌ڵ ئه‌و که‌سه‌یه‌ که‌ زانیاری هه‌بێت له‌سه‌ر کۆرسه‌که‌ و ده‌بیت پله‌ی زانستی له‌ مامۆستا که‌متر نه‌بێت.‌‌ | | | | |