



**Department of chemistry**

**College of Education**

**University of Salahadin**

**Subject: English for University students**

**Course Book – 1<sup>st</sup> stage (*Second Course*)**

**Lecturer's name, Dr.Rezan Ali Saleh, Ph.D.**

**Academic Year: 2024/2025**

# Course Book

<b>1. Course name</b>	<b>English for University students</b>
<b>2. Lecturer in charge</b>	<b>Rezan Ali Saleh</b>
<b>3. Department/ College</b>	<b>Chemistry/ Education</b>
<b>4. Contact</b>	<b>e-mail: <a href="mailto:rezan.saleh@su.edu.krd">rezan.saleh@su.edu.krd</a> Tel:07507300640</b>
<b>5. Time (in hours) per week</b>	<b>Practical: 3 hrs.</b>
<b>6. Office hours</b>	<b>Sunday 9:30 1:30 or by appointment</b>
<b>7. Course code</b>	
<b>8. Teacher's academic profile</b>	<p><b>Education:</b>  <b>Ph.D. in Inorganic chemistry, Salahaddin University-Erbil, 2024</b>  <i>Dissertation title: Synthesis, characterization, crystal structure, anticancer and computational studies of Ni(II), Pd(II) and Pt(II) mixed ligand complexes of 2,5-dimercapto-1,3,4-thiadiazole, dipyrindyl-2yl ketone, saccharinate or benzisothiazolate and tertiary phosphines</i></p> <p><b>M.Sc. in Inorganic Chemistry, University of Salahaddin-Erbil, 011/2015- 09/ 2016</b>  <i>Thesis: Synthesis and Characterization of Mono and Mixed Ligand, Ni(II), Pd(II) and Pt(II) Complexes of S-5-Phenyl-1,3,4-Oxadiazole-2-yl Benzothioate with some Tertiary Diphosphines Ligands.</i></p> <p><b>Supervisor: Dr. Dr.Hikmat Ali Mohamad. Assist. Chemistry, 27/11/2007- 21/2/2011</b>  <b>B.Sc. in Chemistry, from University of Salahaddin, college of education, chemistry department 2006-2007.</b>  <b>No. of Publications: (6).</b></p>
<b>9. Keywords</b>	<b>1<sup>st</sup> year , Practical, Theoretical, English</b>

This article presents the design process of an English for Specific Purposes (ESP) course addressed to chemistry students and chemists at the school of chemistry, University of Salahaddin. This process required a needs analysis to assess the students' academic and professional needs, wants, and lacks in order to create a course that included the four macro skills: speaking, listening, reading, and writing. This article presents the findings of the needs analysis. In addition, a set of learning strategies were considered in the design process (paraphrasing, negotiation of meaning, predicting, scanning, among others) to fit the students' reported needs. Based on the findings of the needs analysis, ChemCourse was designed to respond

Some background of Chemistry from secondary stage is assumed; however, no specific knowledge of topics in Chemistry is pre-supposed. • The course is self-contained and broadly covers fundamental concepts of Chemistry. • Attempt has been made to see discipline of Chemistry does not remain only the science of facts but becomes related to modern applications in the world around us. • The syllabus provides logical sequencing of the 'Units' of the subject matter with proper placement of concepts with their linkages for better understanding. • Emphasis has been on promoting process - skills, problem solving abilities and applications of concepts of Chemistry useful in real life situation for making learning of Chemistry more relevant, meaningful and interesting. • An effort has been made on the basis of feedback, to remove repetition besides reducing the content by suitably integrating the different content areas. • Practical syllabus has two components. There are core experiments to be undertaken by the students in the classroom and will be part of examination while each student will carry out one investigatory project and submit the report for the examination. With this background, the Chemistry curriculum at the higher secondary stage attempts to • promote understanding of basic principles in Chemistry while retaining the excitement in Chemistry; • develop an interest in students to study Chemistry as discipline;

Students attend a lecture in a very important and lecture in his absence causes him not being able to link information .So interest in student attendance is very good for lectures

### **13. Forms of teaching**

Interest in using more than one way to understand the students, such as the use of Power Point and blackboard and other means such as video as well as Before the lecture the student to take the lectures of Professor.

### **14. Assessment scheme**

Your final grade in this course will be based on following assessment. Dates are tentative only: 1. Problem Sets (1) 5 % of the grades of the absences 2. Mid-Term Exam 20 % Oct. 18 (tentative: details to follow) 3. Group Project 15 % Report (10%) and presentation (15%) - see handout 4. Final Exam 50 % Comprehensive; Date to be announced Total 100 % Last day of class, Dec. 2: (Review)

### **15. Student learning outcome:**

On successful completion of the course students will be able to:

- 1- Demonstrate the importance of chemistry in the development and application of English terminology in Chemistry.
2. Develop an understanding of Chemical vocabulary.
3. Obtain a working knowledge of Chemical phenomenon.

### **16. Course Reading List and References:**

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publication may be reproduced or distributed in any form or by any means, or stored in a database or retrieval system, without the prior written consent of McGraw-Hill Education, including, but not limited to, network storage or transmission, or broadcast for distance learning.

<b>17. The Topics:</b>	<b>Lecturer's name</b>
	Lecturer's name ex:(3 hrs.)
<b>18. Practical Topics for <u>Second Course</u> English for University students (If there is any)</b>	
<p>1-Week 1: Students will read a text about Properties and States of Matter and practice skimming and scanning reading texts to identify relevant information. Students will also classify and identify properties of solids, liquids and gases</p> <p>2-Week 2: Students will read an article and listen to a video about the Periodic table Trends and structure of the Atom and answer a quiz before class.</p> <p>3-Week 3: demonstrate the importance of chemistry in the development and application of English terminology in Chemistry. 2. Develop an understanding of Chemical vocabulary.</p> <p>4- Week 4: The difference between Hypothesis, Theory and Law</p> <p>5-Week 5: Pure and Applied Chemistry</p> <p>6-Week 6: Different Branches of Chemistry</p> <p>7-Week 7: General Terms in Inorganic chemistry</p> <p>8-Week 8: How to Name Chemical Compounds</p> <p>9-Week 9: Writing a Scientific lab report</p> <p>10-Week 10: Some important term in Chemistry</p> <p>11-Week 11: General Terms in Organic chemistry</p> <p>Week 12: General Terms in Analytical chemistry</p>	<p>Rezan Ali Saleh Each lecture is (3 hrs.)</p>

### 19. Examinations:

**HOW TO READ CHEMICAL EQUATIONS** Chemical reaction is a process in which one or more substances, the reactants, are converted to one or more different substances, the products. Substances are either chemical elements or compounds. A chemical reaction rearranges the constituent atoms of the reactants to create different substances as products. In reactions under normal laboratory conditions, matter is neither created nor destroyed, and elements are not transformed into other elements.

Chemical formulas and other symbols are used to indicate the starting materials, or reactants, which by convention are written on the left side of the equation, and the final compounds, or products, which are written on the right. The reactants and products are separated by an arrow, usually read aloud as “yields.” Chemical equations should contain information about the state properties of products and reactants, whether aqueous

(dissolved in water – aq), solid (s), liquid (l), or gas (g).

Change of the -----is one of process to know that we have chemical reaction

- a) Color b) state c) mechanical property d) none of a,b and c

### 20. Extra notes:

We are excited that you are joining us for the course “Professional English for chemistry students”. Aiming to make your learning experience interesting we have taken care to introduce a variety of activities for the acquisition of the target skills for successful performance in an English-speaking professional environment through Reading, Speaking, Listening and Writing. You will read authentic texts, watch authentic videos, complete a wide range of tasks that enable language practice as well as acquisition of professionally relevant knowledge through classroom interaction, working on oral and written assignments.

### 21. Peer review

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