Ministry of Higher Education and Scientific research

**Department** **of** **English**

**College** **of** **Languages**

**Salahaddin University**

**Subject:** **Composition**

**Coursebook:** **(Second** **Year)**

**Lecturer’s** **name:** Dr. **Salam** **Mohammed** **Karim**

**Academic** **Year:** ***2022*** ***-*** ***2023***

Directorate of Quality Assurance and Accreditation نیشخهبهنامتم و یرۆج ییاینڵد یتهیارهبهوێڕهب

Ministry of Higher Education and Scientific research **Coursebook**

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| **1.** **Course** **name** | **Composition** |
| **2.** **Lecturer** **in** **charge** | **Dr. Salam** **Mohammed** **Karim** |
| **3.** **Department/** **College** | **English** **-** **Languages** |
| **4.** **Contact** | **E-mail:** [**salam.karim@su.edu.krd**](mailto:salam.karim@su.edu.krd)  [**ahmadsalam2001@yahoo.com**](mailto:ahmadsalam2001@yahoo.com) |
| **5.** **Time** **(in** **hours)** **per** **week** | **3** **hours** **per** **week** |
| **6.** **Office** **hours** | **Sunday:** **8:30 (2C),** **9:30 (2B),**  **11:30,** and **12:30 (2C)**  **Monday:** **8:30 and** **9:30 (2C)**  **Tuesday:** **8:30 (2A),** **9:30 and**  **10:30(2C)** |
| **7.** **Course** **code** | **None** |
| **8.** **Teacher's** **academic** **profile** | **Salam** **Mohammed** **Karim** **is** a **lecturer** **at** **English** **Department,** **College** **of** **languages,** **Salahaddin** **University.** **He** **received** **his** **BA** **in** **1992** **and** **MA** **in** **1995** **from** **Salahaddin** **University,** **Erbil,** **Iraq.** **He obtained his PhD from USM University in Malaysia in 2021. His research interests are Semantics and Pragmatics.** |
| **9.** **Keywords** |  |
| **10.** **Course** **overview:**  **The** **course** **is** **developed** **for** **second** **year** **students** **of** **the** **English** **department.** **It** **is** **designed** **to** **train** **the** **students** **to** **write** **English** **freely** **and** **accurately.** **It** **follows** **a** **step-by-step** **approach:** **Enough** **specificity** **of** **the** **topic** **of** **writing,** **Brainstorming,** **Outlining,** **and** **Putting** **the** **outline** **into** **writing.** | |
| **11.** **Course** **objective**  **This** **course** **of** **composition** **will** **help** **students:**   **generate** **effective** **compositions** **using** **various** **methods** **for** **critical** **thought,** **for** **the** **development** **of** **ideas,** **for** **the** **arrangement** **of** **those** **ideas** **to** **achieve** **a** **specific** **rhetorical** **goal,** **for** **the** **application** **of** **an** **appropriate** **style,** **and** **for** **revision** **and** **editing**   **analyse** **and** **describe** **rhetorical** **contexts** **and** **use** **such** **descriptions** **to** **increase** **the** **efficacy** **of** **communicative** **acts**   **analyse** **and** **use** **the** **forms** **and** **conventions** **of** **academic** **writing,** **particularly** **the** **forms** **and** **conventions** **of** **argumentative** **and** **analytical** **writing**   **understand** **the** **importance** **of** **research** **to** **writing,** **explain** **the** **kind** **of** **research** **required** **by** **different** **kinds** **of** **writing,** **and** **compose** **effective** **texts** **by** **using** **field** **research,** **library** **resources,** **and** **sources** **retrieved** **from** **electronic** **media**   **employ** **critical** **reading** **and** **listening** **as** **forms** **of** **invention**   **efficiently** **compose** **reading** **and** **lecture** **notes** **that** **are** **concise** **and** **clear.** | |

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| **12.** **Student's** **obligation**  1. Students are required to be active and participate in the activities conducted inside the class because five marks  is allocated for daily activity.  2. Attendance is required in this class and it is compulsory.  3. All students are expected to be punctual and turn off the cell phones in the class. |
| **13.** **Forms** **of** **teaching**  **Students** **will** **be** **taught** **how** **to** **write** **compositions** **through** **the** **whiteboard.** **They** **will** **be** **given** **examples** **of** **how** **to** **write** **compositions.** **Students** **are** **required** **to** **practise** **writing** **collectively** **with** **the** **teacher** **or** **work** **in** **pairs,** **group,** **or** **individually.** **Sometimes** **students** **are** **required** **to** **review** **each** **other’s** **writing.** |
| **14.** **Assessment** **scheme**  The grading will be based on a number of criteria listed below:  Daily activities 4 marks Two Assignments (Miniexams)  12 marks (6 marks for each miniexam) First monthly exam 12 marks  Second monthly exam 12 marks Total 40 marks Final exam 60 marks |
| **15.** **Student** **learning** **outcome:**  1. Students will be able to organize and write answer essay-type exam questions 2. Compose a variety of texts  3. Critically think about writing through reading, analysis, and reflection.  4. Provide constructive feedback to others and incorporate feedback into their writing. 5. Perform research and evaluate sources to support claims. |
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| **16.** **Course** **Reading** **List** **and** **References:**  **Required Textbook:**  Oshima, Alice. (2006). *Writing* *academic* *English*. 4th ed. New York: Pearson.  **Other recommended references:**  - Zemach, D. E.& Rumisek, L. A. (2003). *Academic* *writing* *from* *paragraph* *to* *essay*. Oxford: Macmillan.  - Taylor, Gordon. (2009). *A student’s writing guide*. Cambridge: Cambridge University Press. | |
| **17.** **The** **Topics:**  The topics will be covered throughout the second semester of the 2021-2022 academic year. The topics are as follows:  Pre-writing  Step 1: Specifying the topic Step2: Brainstorming Step3: Outlining  Writing a paragraph Paragraph structure  The topic sentence Supporting sentences The concluding sentence  Unity and Coherence Unity Coherence  Repetition of key nouns Consistent pronouns Transition signals  Logical order Chronological order Logical division Comparison/contrast  Supporting Details: Facts, quotations, and statistics  Writing a composition  The three parts of a composition The introductory paragraph Body paragraphs2  The concluding paragraph |  |

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| **18.** **Practical** **Topics** **(If** **there** **is** **any)** |  |
| **19.** **Examinations:**  Questions of the exams will be formed as follows:  Questions related to writing a composition following the steps of writing.  **Example:** **Following** **the** **steps** **of** **writing,** **write** **a** **composition** **on** ***Cheating*** ***in*** ***the*** ***exam*.**  **Questions** **related** **to** **unity** **and** **coherence.**  **Examples:**  **Does** **the** **following** **paragraph** **have** **unity** **and** **why?**  **What** **are** **the** **key** **nouns** **repeated?**  **What** **is** **the** **logical** **order** **used?**  **What** **are** **the** **transition** **signals** **that** **show** **this** **kind** **of** **logical** **order?**  **What** **kind** **of** **supporting** **details** **does** **the** **writer** **use?** | |
| **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**  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).* | |

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