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| **Ministry of Higher Education and Scientific Research** |  |  |
| **Supervision and Scientific Evaluation Body** |  |  |
| **Department of Quality Assurance and Academic Accreditation** |  |  |

**Course Description Form /**

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| **Description Course** |  |

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, demonstrating whether he has made maximum use of the available learning opportunities. These characteristics have to be matched with the description of the program.

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| 1. Educational Institution | **Shatt Al-Arab University**  **College of Administration and Economics** |  |
| 2. Department / Center | **Four year\ Business Administration** | |
| 3. Course Title /Code | BA12 | |
| 4. Lecturer Name | Ahmed Hasan Khamat | |
| 5. Type of Teaching | Attendance Class | |
| 6. Academic Year /Term | 2023\_2024 | |
| 7. Total No. of Teaching Hours | 30 hours during the course | |
| 8. Date of Preparing this Course Description | 14\ 9\ 2023 | |

**9. Course Objectives**

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| **a.**  Ability to be comfortable with English in use while reading or listening. |
| **b.** Ability to use receptive skills through reading and listening to acquire good exposure to language and literature. |
| **c.** Ability to write and speak good English in all situations. |
| **D.** Students should develop style in speech and writing and manipulate the tools of language for effective communication. |

**10. Course Output, Methodology and Evaluation**

**(A) Cognitive Objectives**

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| **a.** Students can read and understand any text in English listening to the inputs given by the teacher in the classroom. |
| **b.** Students imbibe the rules of language unconsciously and tune to deduce language structure and usage |
| C. Students write paragraphs, essays, and letters |
| **d.** Students decipher the mechanism of language and use it for success in competitive |
| **e.** Students should enhance their language skills especially in the areas of grammar and pronunciation. |
| **f.** The course should provide exposure to the learners in Grammar texts and Poems and expose the learners to value based ideas. |

**(B) Skill Objectives Related to the Program:**

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| **a.** Ability to trace the difference of pronunciation of words, their correct pronunciation, accent and intonation. |
| **b.** Ability to use English correctly in speaking and writing skills. |
| **c.** Students write paragraphs, essays, and letters. |

**Methods of Teaching and Learning**

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| **a.** Students refer to dictionary and study the correct stress, right accent and right intonation to ask questions, make requests or to make command. |
| **b.** Students perform various speaking and writing tasks, such as roleplays, debates, group discussions apart from the use of correct spelling, punctuation and the ability to transfer information in the writing tasks. |
| **c.** Students imbibe the rules of language unconsciously and tune to deduce language structure and usage. |

**Methods of Evaluation**

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| **a.** Students write paragraphs, essays, and letters. |
| **b.** Students write paragraphs, essays, and letters. |
| **c.** Students perform various speaking and writing tasks, such as roleplays, debates, group discussions apart from the use of correct spelling, punctuation and the ability to transfer information in the writing tasks. |

**(C) Sentimental and Value Objectives**

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| **a.**  **• Moves to the sand table at suggestion of adult when there are too many at the art table** |
| **b. Initially refuses to go inside but complies when the teacher restates the request** |

**Methods of Teaching and Learning**

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| **a.** • Works on tasks with others toward a common goal |
| **b.** Plays and works together for extended periods of time |
| **c.** Seeks out particular friend for selected activities on a regular basis |

**Methods of Evaluation**

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| **a.** Walks across room  Uses a hurried walk  Walks backwards |
| **b.** Pushes riding toy with feet while steering  Uses a walker to get to the table |

**D) General and Qualitative Skills (other skills related to the ability of employment and personal development)**

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| **a.** Communication skills are perhaps the first set of skills that potential employers will notice. From the initial moment you get in touch with them, the employer will be scrutinising the way you behave. |
| **b.** Be it the way you talk over the phone, the way you give them information on email, your resume and cover letter, or the way you carry yourself during the interview, they will be assessing whether you have polished communication skills. |
| **c.** Make sure that you proof read any form of written communication you send them, and take your time to listen to what they ask you (or read their instructions carefully), and answer in well-thought out, grammatically correct sentences. The way you communicate your thoughts should be impeccable, as this is the way they expect you to communicate with colleagues and clients alike throughout your tenure in their organisation. |
| **d.** As much as you think a question/problem presented to you is a piece of cake, be very wary of giving a rushed answer. Take the time to analyse the situation, think of all possible scenarios, and if possible ask for some time to go and do some research to find out more |

**11. Course Structure**

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| **Week** | **No of Hours** | **Required Learning Output** | **Title of Subject** | **Teaching Method** | **Evaluation** |
| **1** | **2** | **The lecture was full** | **Introduction about the Upper intermediate** | **Writing and lensing** | **Lecture explanation n question and answer** |
| **2** | **2** | **The lecture was full** | **Unit one tenses** | **Writing and lensing** | **Lecture explanation n question and answer** |
| **3** | **2** | **The lecture was full** | **Unit two Present simple tense** | **Writing and lensing** | **Lecture explanation n question and answer** |
| **4** | **2** | **The lecture was full** | **Present simple tense**  **(S, es)** | **Writing and lensing** | **Lecture explanation n question and answer** |
| **5** | **2** | **The lecture was full** | **Unit three: Past simple (ed)** | **Daily exam** | **Lecture explanation n question and answer** |
| **6** | **2** | **The lecture was full** | **Same and any with the examples** | **Reading the passage** | **Lecture explanation n question and answer** |
| **7** | **2** | **The lecture was full** | **Quizzes** |  | **Lecture explanation n question and answer** |
| **8** | **2** | **The lecture was full** | **Midterm exam** | **Reading the passage** | **Lecture explanation n question and answer** |
| **9** | **2** | **The lecture was full** | **Unit four : WH. Q words (what, when………….).** | **Reading the passage** | **Lecture explanation n question and answer** |
| **10** | **2** | **The lecture was full** | **Unit five Propositions( at , some any, about).** | **Reading the passage** | **Lecture explanation n question and answer** |
| **11** | **2** | **The lecture was full** | **Unit 6: (A, An The ).** | **Reading the passage** | **Lecture explanation n question and answer** |
| **12** | **2** | **The lecture was full** | **Unit 7: But , so, that** | **Reading the passage** | **Lecture explanation n question and answer** |
| **13** | **2** | **The lecture was full** | **Unit 8: reading the passage** | **Reading the passage** | **Lecture explanation n question and answer** |
| **14** | **2** | **The lecture was full** | **Quizzes** | **Daily exam** | **Lecture explanation n question and answer** |
| **15** | **2** |  | **Final exam** |  |  |

**12.Infrastructure**

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| **a. Textbooks** |  |
| **b. References** | **The mediator in explaining commercial law / d. Samiha al-Qalyubi 2007.**  **Commercial Law / Fawzi Mohamed and Faeq Mahmoud 1992.**  **Commercial Law / Dr. In the name of Mohamed Saleh 1987** |
| **c. Recommended books and periodicals (journals, reports, etc.)** | **Scientific journals in administrative specializations** |
| **d. Electronic references, internet websites, etc** | **Specialized websites.** |

**13. The Plan of Improving the Course**

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| **a. Studying labor market needs.** |
| **b. Be informed of the experiences of other countries in the field of** |
| **c. Be informed of research work published in national and international journals in the field of Principles** |