**Ministry of Higher Education and Scientific Research**

**Supervision and Scientific Evaluation Body**

**Quality Assurance and Academic Accreditation Office**

**course description form**

**English**

**Course description**

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| 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 . It must be linked to the description of the program. |

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| 1. **Educational institution** | **Shatt Arabl University**  **Administration and economic-college** |
| 1. **Scientific Department / Center** | **Business Management** |
| 1. **Course name / code** | **English for the fourth stage** |
| 1. **Instructor's name** | **M.M. Heba Mahdi** |
| 1. **Available forms of attendance** | **Attendance** |
| 1. **season/year** | **Chapter I** |
| 1. **Number of hours of study (total)** | **30** |
| 1. **The date this description was prepared** | **1/9/2024** |
| 1. **Course objectives** | |
| 1. **Providing students with advanced foundations in the English language.** | |
| 1. **Developing students' skills in speaking, writing, and reading in English.** | |
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| 1. **Course outcomes and methods of teaching, learning and assessment** |
| **A- Cognitive goals**  **1 Deepening students' awareness of the English language**  **2 Utilizing English grammar issues to write effective scientific reports** |
| **B - Skills objectives of the course**  **1- Increase students' awareness of the grammatical structures of the English language that are useful for understanding meaning.**  **2- Increase students' awareness of the English language when it is used.** |
| **Teaching and learning methods** |
| **Theoretical lectures in English language.**  **Discussion** |
| **Evaluation methods** |
| **Daily and semester theoretical exams**  **Participation and preparation**  **Attendance** |
| **C- Emotional and moral goals**  **1- Developing students' abilities to deal with issues related to the English language, so they can benefit from it in dealing with companies and business organizations.**  **2- Developing and enhancing thinking skills according to the student's ability and moving them to a higher level of thinking.**  **3- Developing and enhancing a critical thinking strategy in learning.** |
| **Teaching and learning methods** |
| **Continuous presentations and examples, with an effort to engage students through:**  **Dialogue, asking various questions, and students attempting to answer them.**  **Examples illustrating the direct application of practical lessons in the field of language use.**  **English in business organizations.**  **Thinking strategies based on student ability.**  **High-level thinking skills strategy.**  **Critical thinking strategy in learning.**  **Brainstorming to select the best method for using English in different situations.** |
| **Evaluation methods** |
| **Exams of all kinds**  **Feedback from students** |
| **D - General and transferable skills (other skills related to employability) and personal development.**  **D1 - Providing students with information on topics specific to the Administrative Readings course.**  **D2 - Application questions, the solution of which can increase students' awareness and raise their level of thinking in using and employing the English language for the content of the Administrative Readings course.**  **D3 - Verbal communication.**  **D4 - Teamwork.**  **D5 - Analysis and verification.**  **D6 - Time management.** |

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| 1. **Course structure** | | | | | |
| **the week** | **hours** | **Required learning outcomes** | **Unit name and/or topic** | **education method** | **Evaluation method** |
| **1** | **2** | The student understands how to use the English language. | The tense system | Theoretical lectures  Case study  Discussion | **Oral exams and questions** |
| **2** | **2** | The student understands how to use the English language. | present perfect | Theoretical lectures  Case study  Discussion | Oral exams and questions |
| **3** | **2** | The student understands how to use the English language. | narrative tenses | Theoretical lectures  Case study  Discussion | Oral exams and questions |
| **4** | **2** | The student understands how to use the English language. | question and negative | Theoretical lectures  Case study  Discussion | Oral exams and questions |
| **5** | **2** | The student understands how to use the English language. | spoken English | Theoretical lectures  Case study  Discussion | Oral exams and questions |
| **6** | **2** | The student understands how to use the English language. | future forms | Theoretical lectures  Case study  Discussion | Oral exams and questions |
| **7** | **2** | The student understands how to use the English language. | expressions of quantits | Theoretical lectures  Case study  Discussion | Oral exams and questions |
| **8** | **2** | The student understands how to use the English language. | modals verbs | Theoretical lectures  Case study  Discussion | Oral exams and questions |
| **9** | **2** | The student understands how to use the English language. | spoken English | Theoretical lectures  Case study  Discussion | Oral exams and questions |
| **10** | **2** | The student understands how to use the English language. | relative english | Theoretical lectures  Case study  Discussion | Oral exams and questions |
| **11** | **2** | The student understands how to use the English language. | modal auxiliary verbs | Theoretical lectures  Case study  Discussion | Oral exams and questions |
| **12** | **2** | The student understands how to use the English language. | hypothesizing | Theoretical lectures  Case study  Discussion | Oral exams and questions |
| **13** | **2** | The student understands how to use the English language. | spoken English | Theoretical lectures  Case study  Discussion | Oral exams and questions |
| **14** | **2** | The student understands how to use the English language. | articles | Theoretical lectures  Case study  Discussion | Oral exams and questions |
| **15** | **2** | The student understands how to use the English language. | spoken English | Theoretical lectures  Case study  Discussion | Oral exams and questions |

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| 1. **Infrastructure** | |
| 1. **Required course books** | upper intermediates students book , New Headway plus, John and Liz  Soars , Oxford |
| 1. **Main references (sources)** |  |
| 1. **Recommended books and references (scientific journals, reports, .....)** |  |
| 1. **Electronic references, websites,...** | **Electronic references, websites •**  **Websites specialized in the English language** |

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| 1. **course development plan** |
| **Teaching students to read, speak, listen, and write based on some modern books in education for non-native English speakers.** |