

# MODULE DESCRIPTION FORM

## نموذج وصف المادة الدراسية

Module Information			
معلومات المادة الدراسية			
Module Title	<b>New Headway Plus</b>		Module Delivery
Module Type	Support or related learning activity		<input checked="" type="checkbox"/> Theory <input checked="" type="checkbox"/> Lecture <input type="checkbox"/> Lab <input type="checkbox"/> Tutorial <input type="checkbox"/> Practical <input type="checkbox"/> Seminar
Module Code	<b>UREQ 210</b>		
ECTS Credits	4		
SWL (hr/sem)	<b>100</b>		
Module Level	2 <sup>nd</sup> YEAR	Semester of Delivery	3
Administering Department	Type Dept. Code	College	Type College Code
Module Leader	Azad Hammeed		e-mail
Module Leader's Acad. Title	Asst. lecturer	Module Leader's Qualification	M.Sc.
Module Tutor		e-mail	
Peer Reviewer Name	Name	e-mail	E-mail
Scientific Committee Approval Date	01/06/2023	Version Number	1.0

Relation with other Modules			
العلاقة مع المواد الدراسية الأخرى			
Prerequisite module	None	Semester	
Co-requisites module	None	Semester	

## Module Aims, Learning Outcomes and Indicative Contents

### أهداف المادة الدراسية ونتائج التعلم والمحتويات الإرشادية

<p><b>Module Aims</b></p> <p>أهداف المادة الدراسية</p>	<ol style="list-style-type: none"> <li>1. A continuation of the material established at the previous level (I &amp; II), which help students have a comprehensive knowledge of material.</li> <li>2. Training the students to acquire imperative communicative competence in specialists Engineering English.</li> <li>3. Improve the language proficiency of the students in English with emphasis on listening, speaking, reading, and writing skills.</li> <li>4. Enables the students to study and comprehend the prescribed lessons and subjects more effectively relating to their theoretical and practical components.</li> <li>5. To develop the communication skills of the students in both formal and informal situations.</li> </ol>
<p><b>Module Learning Outcomes</b></p> <p>مخرجات التعلم للمادة الدراسية</p>	<ol style="list-style-type: none"> <li>1. Students continue to build the theoretical and practical knowledge that shall enrich their careers, especially if either continued their higher studies or pursued careers with international entities or both.</li> <li>2. Acquiring imperative communicative competence in Engineering specific English, shall enable students to work confidently and effectively.</li> <li>3. The material is designed to focus on listening, speaking, reading, and writing in topics common to all fields of Engineering such as monitoring and control, procedures and precautions, and Engineering design, which shall help students gain practical knowledge and practice of specialized English for engineers. It is suitable to be used in an engineering environment both practically and professionally</li> <li>4. The authentic activities based on everyday engineering situations from describing technical problems and Solutions to working with drawings make this material practical and motivating to students.</li> </ol>
<p><b>Indicative Contents</b></p> <p>المحتويات الإرشادية</p>	<p>These materials have been chosen for their importance to user interaction. They consolidate learning from the pre-requisites and lay the foundations for further study, particularly specialized English for all engineering fields.</p> <p>The English Language specification offers a common core of analytical methods, topics and skills that have proven value, set within a flexible program that allows colleges to shape learning and teaching in ways appropriate to their contexts, and constituencies. It has the additional benefit of being co-teachable with our associate professors even when they are not specialized in teaching English, thus widening options for faculty and students, ensuring that we are able to deliver a program of study that is coherent and manageable.</p>

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<b>Learning and Teaching Strategies</b> استراتيجيات التعلم والتعليم	
<b>Strategies</b>	Assessment is based on hand-in assignments, written exams, class activities, quizzes, and practical testing

<b>Student Workload (SWL)</b> الحمل الدراسي للطالب			
<b>Structured SWL (h/sem)</b> الحمل الدراسي المنتظم للطالب خلال الفصل	48	<b>Structured SWL (h/w)</b> الحمل الدراسي المنتظم للطالب أسبوعياً	3.2
<b>Unstructured SWL (h/sem)</b> الحمل الدراسي غير المنتظم للطالب خلال الفصل	52	<b>Unstructured SWL (h/w)</b> الحمل الدراسي غير المنتظم للطالب أسبوعياً	3.4
<b>Total SWL (h/sem)</b> الحمل الدراسي الكلي للطالب خلال الفصل	100		

<b>Module Evaluation</b> تقييم المادة الدراسية					
		Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
<b>Formative assessment</b>	<b>Quizzes</b>	2	10% (10)	7, 15	LO #1, 2, & 3
	<b>Assignments</b>	3	10% (10)	3, 6, 14	LO # 3 & 4
	<b>Projects / Lab.</b>	0	0	0	
	<b>Report</b>	0	0	0	0
<b>Summative assessment</b>	<b>Midterm Exam</b>	3 hr	10% (10)	7	LO # 1- 4
	<b>Final Exam</b>	3hr	50% (50)	16	All
<b>Total assessment</b>			100% (100 Marks)		

<b>Delivery Plan (Weekly Syllabus)</b> المنهاج الاسبوعي النظري	
	<b>Material Covered</b>
<b>Week 1</b>	Introduction Unit 6 technical development

	<p>Skills: discussing technical requirements, suggesting ideas and Solutions, assessing feasibility, describing improvements and redesigns</p> <p>Language: phrases for referring to issues, quality, and extent. Phrases for suggesting Solutions and alternatives. it idioms to describe feasibility and redesigning</p>
<b>Week 2</b>	<p>Unit 6 technical development (continuation)</p> <p>Skills: discussing technical requirements, suggesting ideas and Solutions, assessing feasibility, describing improvements and redesigns</p> <p>Reading: mammoth problem</p> <p>Listening: stimulator requirements and effects, lifting options, hole requirements and forming, a project briefing</p>
<b>Week 3</b>	<p>unit 7 procedures and precautions</p> <p>Skills: describing health and safety precautions, emphasizing the importance of precautions, discussing regulations and standards, working with written instructions and notices</p> <p>Language: types of industrial hazards, types of protection equipment, phrases for emphasizing importance, terms to describe regulations, common language on safety notices, languages style and written instructions</p> <p>Assignment 1</p>
<b>Week 4</b>	<p>unit 7 procedures and precautions (continuation)</p> <p>Skills: describing health and safety precautions, emphasizing the importance of precautions, discussing regulations and standards, working with written instructions and notices</p> <p>Reading: live line maintenance - helicopters safety on oil platforms</p> <p>Listening: a safety meeting - Hazard analysis - live line precautions - Safety training - oral instructions</p> <p>**short quiz</p>
<b>Week 5</b>	<p>Unit 8 monitoring and control</p> <p>Skills: describing automated systems, referring to measurable parameters, discussing readings and trends, giving approximate figures</p> <p>language words to describe automated systems, measurable parameters, fluctuations,</p>

	approximating numbers
<b>Week 6</b>	Assignment 2
<b>Week 7</b>	** quiz
<b>Week 8</b>	<p>Unit 8 monitoring and control (continuation)</p> <p>Skills: describing automated systems, referring to measurable parameters, discussing readings and trends, giving approximate figures</p> <p>Reading: Industrial process monitoring - dynamic demand controls</p> <p>Listening: intelligent buildings and automation, monitoring and control systems, electricity demand and supply problems, pumped storage hydroelectric power internal reviews</p>
<b>Week 9</b>	<b>Mid Exam</b>
<b>Week 10</b>	<p>unit 9 theory and practice</p> <p>Skills: explaining tests and experiments, exchanging views on predictions and theories, comparing results with expectations, discussing causes and effects</p> <p>Language: words to describe test types, words and phrases for stating assumptions, words and phrases for agreeing and disagreeing, phrases for comparing expectations and results, words for linking causes and effects</p>
<b>Week 11</b>	<p>unit 9 theory and practice (continuation)</p> <p>Skills: explaining tests and experiments, exchanging views on predictions and theories, comparing results with expectations, discussing causes and effects</p> <p>Reading: a rocket competition - chicken cannon</p> <p>Listening: vehicle design and testing - water rockets - air drop problems - moon landings</p>
<b>Week 12</b>	<p>unit 10 pushing the boundaries</p> <p>Skills: discussing performance and suitability, describing physical forces, discussing relative performance, describing capabilities and limitations</p> <p>Language: adjectives for describing suitability and Performance, words to describe Types of forces, words and phrases to describe degrees of difference, words to describe capabilities and limits</p>
<b>Week 13</b>	<p>unit 10 pushing the boundaries (continuation)</p> <p>Skills: discussing performance and suitability, describing physical forces, discussing relative performance, describing capabilities and limitations</p> <p>Reading: wind turbines fact file - solar Towers - transport alternatives - the sonic wind</p>

	tests - the rocket sled proposal Listening: when turbines Towers - tolls structures
<b>Week 14</b>	Assignment 3
<b>Week 15</b>	General quiz
<b>Week 16</b>	Preparatory week before the final Exam

Delivery Plan (Weekly Lab. Syllabus) المنهاج الاسبوعي للمختبر	
	Material Covered
<b>Week 1</b>	

Learning and Teaching Resources مصادر التعلم والتدريس		
	Text	Available in the Library?
<b>Required Texts</b>	1. Cambridge English for Engineering 2. Headway for upper intermediate 3. The Academic Guide for English (A handout by Lect. Zena Ibrahim & Asst. Lect. Sheelan S. Kamal)	Yes
<b>Recommended Texts</b>	1. English for engineers and technologists 2. Cambridge Professional English in Use	No
<b>Websites</b>	1. <a href="https://www.ets.org/toefl.html">https://www.ets.org/toefl.html</a> 2. <a href="https://www.bbc.co.uk/learningenglish/">https://www.bbc.co.uk/learningenglish/</a>	

Grading Scheme مخطط الدرجات				
Group	Grade	التقدير	Marks (%)	Definition
<b>Success Group (50 - 100)</b>	<b>A - Excellent</b>	امتياز	90 - 100	Outstanding Performance
	<b>B - Very Good</b>	جيد جدا	80 - 89	Above average with some errors
	<b>C - Good</b>	جيد	70 - 79	Sound work with notable errors
	<b>D - Satisfactory</b>	متوسط	60 - 69	Fair but with major shortcomings
	<b>E - Sufficient</b>	مقبول	50 - 59	Work meets minimum criteria
<b>Fail Group (0 – 49)</b>	<b>FX – Fail</b>	راسب (قيد المعالجة)	(45-49)	More work required but credit awarded
	<b>F – Fail</b>	راسب	(0-44)	Considerable amount of work required

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**Note:** Marks Decimal places above or below 0.5 will be rounded to the higher or lower full mark (for example a mark of 54.5 will be rounded to 55, whereas a mark of 54.4 will be rounded to 54. The University has a policy NOT to condone "near-pass fails" so the only adjustment to marks awarded by the original marker(s) will be the automatic rounding outlined above.