Academic Program Specification Form For The Academic

Universitiy: Baghdad University
College :Al –Kindy Medical College
Number Of Departments In The College : 11
Date Of Form Completion : 2021-2022
Department Name:
Module Coordinator: Nada Aziz Yousif
Signature:

Dean's Name:

Mohamed Jalal Hussain

Date :   /   /

Dean's Assistant For Scientific Affairs:
Taghreed Al Haidari

Date :   /   /

The College Quality Assurance And University Performance Manager:
Aseel Sameer Mohamed
Date :   /   /

Quality Assurance And University Performance Manager
Date :   /   /
Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Programme Specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. It is supported by a specification for each course that contributes to the programme.

1. Teaching Institution	University of Baghdad
2. University Department/Centre	AL-Kindy College of Medicine
3. Programme Title	English Language
4. Title of Final Award	Bachelor Degree in Medicine and General Surgery
5. Modes of Attendance offered	Online Lectures
6. Accreditation	The Higher Accreditation Program of Iraqi Medical Colleges, supervised by The Ministry of Higher Education and WHO.
7. Other external influences	Non- existent
8. Date of production/revision of this specification	2021-2022
9. Aims of the Programme	

To prepare pupils for University (Undergraduate Level). Helping students become more efficient and effective in their studies by:

- developing strategies to improve reading speed, and to improve the ability to comprehend complex academic texts.

- developing strategies to produce more coherent writing, and to make clear, appropriate,

and relevant notes from academic texts.

- encouraging them to adopt various approaches for dealing with new or unknown vocabulary and through making effective vocabulary records.

- promoting learner independence by encouraging students to return to earlier Study Skills to refresh their memories, or see how new skills build on and develop those previously presented.

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

A1. Easy, modern design, which makes activities easy to follow.
A2. A realistic, well- supported syllabus, offering English for real beginners.
A3. Universal topics selected from a wide variety of material.
A4 . A solid foundation of grammar, with clear presentations, and detailed explanation in the Grammar reference.
A5.Integrated skills work, where all four skills are developed in context
A6.Everyday English section, which practices functional language and social situations.

B. The skills goals special to the programme .
B1. help build up general language proficiency through listening, speaking, reading and writing
B2. provide the opportunity to acquire information and specialised knowledge through the English language.
B3. will enable the pupils to communicate with others on personal, social, literary and interdisciplinary topics

Teaching and Learning Methods

1- Reading and understanding various texts
2- Pinpointing main ideas in the text and finding information by scanning
3 - Learning about idiomatic expressions
4 - Producing clear language
5 - Identifying basics of writing

Assessment methods
-Quizzes -Homework activities -Examinations.

C. Affective and value goals
C1. Retrieving or repeating information or ideas from memory. **C2.** Interpreting, constructing meaning, explaining material. **C3**. Using learned material in new situations. **C4.** Analyzing material structure and evaluating ideas
Teaching and Learning Methods
Audio – lingual method. Audio- visual approach.
Assessment methods
Diagnostic tests.

D. General and Transferable Skills (other skills relevant to employability and personal development)
D1. Offering structural clues **D2**. Offering language games to activate students' skills. **D3**. Listening comprehension. **D4**. Drilling patterns.
Teaching and Learning Methods
Employing eclectic method to activate students' material.

	Assessment Methods	
	Oral tests.	

11. Programme Structure

Level/Year	Course or Module Code	Course or Module Title	Credit rating	12. Awards and Credits
First level		English Language	2 hours per week	Bachelor Degree Requires (x) credits
				2 credits

13. Personal Development Planning

1- Designing speech production tests.
2-Offering standardized achievement tests.

14. Admission criteria .

Central admission of The Ministry of Higher Education.

15. Key sources of information about the programme
1- AL-Kindy College of Medicine 2- Ministry of Higher Education and Scientific Research

Curriculum Skills Map

please tick in the relevant boxes where individual Programme Learning Outcomes are being assessed

Year / Level	Course Code	Course Title	Core (C) Title or Option (O)	Knowledge and understanding				Subject-specific skills				Thinking Skills				General and Transferable Skills (or) Other skills relevant to employability and personal development			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
First Year		English Language	Basic	√	√		√	√		√	√	√		√	√		√	√	√
						√			√				√			√			

TEMPLATE FOR COURSE SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

COURSE SPECIFICATION

This Course Specification provides a concise summary of the main features of the course and the learning outcomes that a typical student might reasonably be expected to achieve and   demonstrate if he/she takes full advantage of the learning opportunities that are provided. It should be cross-referenced with the programme specification.

1. Teaching Institution	AL-Kindy College of Medicine
2. University Department/Centre	University of Baghdad
3. Course title/code	English Language
4. Modes of Attendance offered	Online Lectures
5. Semester/Year	Semester
6. Number of hours tuition (total)	30 hours
7. Date of production/revision of this specification	2021-2022
8. Aims of the Course	

- developing strategies to improve reading speed, and to improve the ability to comprehend complex academic texts

- developing strategies to produce more coherent writing, and to make clear, appropriate, and relevant notes from academic texts

- encouraging them to adopt various approaches for dealing with new or unknown vocabulary and through making effective vocabulary records

- promoting learner independence by encouraging students to return to earlier Study Skills to refresh their memories, or see how new skills build on and develop those previously presented.

9. Learning Outcomes, Teaching ,Learning and Assessment Method
A- Cognitive goals. A1.activate personal thinking A2.trying to learn effectively through understanding the problem. A3.avoiding memorization of material. A4.finding the most effective way to learn. A5. Applying new concepts. A6 . analyzing facts easily
B. The skills goals special to the course. B1.activating speaking. B2.encouraging discussions about what is being taught. B3.guiding students to explore the connections of ideas.
Teaching and Learning Methods
1- Audio – lingual method. 2- Audio- visual approach.
Assessment methods
1- Oral tests. 2-Quizes

C. Affective and value goals
   C1.enabling students to talk
   C2.improving students' language performances
   C3.encourgaing students to play language goals.

Teaching and Learning Methods

Audio – lingual method.
Audio- visual approach.

Assessment methods

Diagnostic tests.

D. General and rehabilitative transferred skills(other skills relevant to
    employability and personal development)
   D1. offering structural clues
   D2.offering language games to activate students' skills.
   D3.listening comprehension.
   D4.drilling patterns
   .

10. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	٢	Knowledge of language: this will include a broad knowledge of the development of English language.	-(Verb to be, possessive adjectives 1, plurals) (Speaking) -(Possessive adjectives2, adjectives, nouns) (Reading and speaking).	Lecture	Online lectures
٢	٢		(Jobs, negatives and questions, personal information, social expression 1) -(Reading and listening). Possessive's, has/have, plural nouns) - (Reading, listening and writing).	Lecture	Online lectures
3	2		(Present simple1, languages and nationalities, adjective+ noun) - (Listening and speaking). Present simple2, adverbs of frequency, verbs and nouns, words that go together) - (Speaking).	Lecture	Online lectures
4	2		(Question words, pronouns, this/that, opposite adjectives1, places) -(Reading and writing) - (There is /are prepositions, directions) -(Reading, listening and writing).	Lecture	Online lectures

5	2		(Past simple-irregular verbs, have/do/go,) - (Listening and speaking). -(Past simple-regular and irregular, questions and negatives, time expressions, making conversations) -(Reading, speaking and writing).	Lecture	Online lectures
6	2		-(Modal verbs, adverbs, requests and offers, verb+noun, verb+adjective opposite adjectives 2) -(Reading and listening). -(Would like-some/any, like and would like, signs) -(Reading and speaking).	Lecture	Online lectures
7	2		-(Present continuous and present simple, opposite verbs) -(Reading and listening). -(Future plans, social expression 2, transport, pronouncation, phonetic symbols). -(Reading and speaking).	Lecture	Online lectures

8	2		Language Input(Tenses, questions, parts of speech, words with more than one meaning, social expressions 1)
			  -Skills Development (Reading, speaking, listening and writing).
			Language Input (Present tenses, have/have got, collocation, linking words1)
			  -Skills Development (Reading, listening and speaking).
				Lecture	Online lectures

9	2		**Language Input (Past tenses, word formation, time expressions, linking words2)** **-Skills Development (Reading speaking and listening).** **- Language Input (Expression of quantity, articles)** **-Skills Development ((Reading, speaking, listening and writing).**	Lecture	Online lectures
١٠	٢		**Language Input (Verb patterns 1, future forms, hot verbs)** **-Skills Development (Reading, speaking, listening and writing).** **- Language Input (Comparatives and superlatives, synonyms and antonyms, relative clauses 1)** **-Skills Development (Reading, speaking and listening).**	Lecture	Online lectures
11	2		**- Language Input (Present perfect and past simple, for and since, past participles, adverbs, word pairs, relative clauses 2)** **-Skills Development (Reading, speaking and listening).** **Language Input (Have to, introduction to modal auxiliary verbs, words that go together verb+ complement, compound nouns)** **-Skills Development (Reading, speaking, listening and writing).**	Lecture	Online lectures

12	2		**Language Input (Time and conditional clauses clauses, hot verbs, linking words3)** **-Skills Development (Reading, speaking and listening).** **Language Input (Verb patterns 2, Infinitives, exclamations)** **-Skills Development (Reading, speaking, listening and writing).**	Lecture	Online lectures
١٣	٢		**Language Input (Passives, verbs and past participles, verbs and nouns that go together, notices)** **- Skills Development (Reading, speaking, listening and writing).** **Language Input (Second conditional, phrasal verbs, social expressions 2)** **-Skills Development (Reading, speaking, listening and writing).**	Lecture	Online lectures
14	2		**Language Input (Present perfect continuous, present perfect simple versus continuous, word formation)** **-Skills Development (Reading, speaking, listening and writing).**	Lecture	Online lectures
15	2		**Language Input (Past perfect for clarification, reported statements, hot verbs)** **-Skills Development (Reading, speaking, listening and writing).**	Lecture	Online lectures

11. Infrastructure	
1. Books Required reading:	Headway Plus Beginner / Student's Book. Headway Plus Pre-Intermediate/ Student's Book.
2. Main references (sources)	Headway Plus Beginner /Student's Book. Headway Plus Pre-Intermediate/ Student's Book.
A- Recommended books and references (scientific journals, reports…).	Mackey, William F.1965.Language Teaching Analysis. London: Longmans. Valdman, Albert.1966.Trends in Language Testing.Newyork: Mc-Graw-Hill.
B-Electronic references, Internet sites…	New Headway Online:www.oup.com/elt/headway

12. The development of the curriculum plan
At a later stage of teaching, I try to activate students' language through providing language games and eliminating repetitive units.