

*Republic of Iraq
Ministry of Higher Education & Scientific
Research Supervision and Scientific
Evaluation Directorate Quality Assurance
and Academic Accreditation International
Accreditation Dept.*

Academic Program Specification Form For The Academic

University:

College :

Number Of Departments In The College

: Date Of Form Completion :

Dean 's Name

Date : / /

Signature

Dean 's Assistant

*For Scientific
Affairs*

Date : / /

Signature

*The College Quality
Assurance And University
Performance Manager*

Date : / /

Signature

Quality Assurance And University Performance

Manager Date : / /

Signature

TEMPLATE FOR PROGRAMME SPECIFICATION

HIGHER EDUCATION PERFORMANCE REVIEW: PROGRAMME REVIEW

PROGRAMME SPECIFICATION

This Program Specification provides a concise summary of the main features of the program 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 program.

1. Teaching Institution	Hilla college
2. University Department/Centre	English
3. Program Title	Grammar
4. Title of Final Award	Bachelor
5. Modes of Attendance offered	Electronic
6. Accreditation	
7. Other external influences	
8. Date of production/revision of this specification	
9. Aims of the Program	
Introducing the student to the English grammar methodology for this stage.	
Enable the student to enhance his knowledge of grammar problems in relation to the prescribed vocabulary.	
Introducing the student to the basic grammatical concepts prescribed for this stage.	
Enable the student to apply grammar rules to the vocabulary he is studying	

10. Learning Outcomes, Teaching, Learning and Assessment Methods

A. Cognitive goals

- 1- The ability to distinguish between what is true and acceptable in language and what is not true and unacceptable.
2. Familiarize students with the English grammar material for this stage and enable them to use the tenses correctly
3. Introduce the student to how to use the tenses in the English language

B. The skills goals special to the program .

- 1- Develop the student's ability to distinguish between different grammatical terms.
2. Develop the student's questioning and dialogue skill.
3. Develop the student's ability to write in correct Standard English.
4. Develop the student's ability to participate effectively in the classroom

Teaching and Learning Methods

Dialogue in the classroom/Activities and assignments /Guiding the student to some books available in the library or on the Internet to enhance the class lecture/Explanation of the importance of adhering to the ethics of scientific research/Communicating with students via the Internet / Adoption of multiple means of communication (/) other multi-media: computer-based programs or CD-ROMs

Assessment methods

Mid-term exams for the first and second semesters are 20 marks for each semester.

2. Five daily exams scores.
3. End of the school year test. 50 degrees

C. Affective and value goals

- 1- Develop the student's feelings and develop his values, tendencies, trends, interests and methods of coping and adapting the development to society.
2. Develop the student's sense of the importance of grammatical material in language learning.
3. Removing dread from the same student when it comes to preparing for the semester exams final.
4. Develop the student's sense of team spirit.
5. Develop the student's basic receptive process and encourage him to interact with the scientific material

Teaching and Learning Methods

Theoretical lectures / practical exercises (exercise solutions) / homework

Assessment methods

Discussion, participation and dialogue in the classroom / homework / quizzes / semester exams / end of school year exam

D. General and Transferable Skills (other skills relevant to employability and personal development)

- 1 The ability to employ the linguistic aspect of teaching in schools and other institutions.
2. An ability to know the basic rules of the English language.
3. The ability to employ the linguistic aspect in the field of translation.
4. The ability to meet other market needs

Teaching and Learning Methods

Theoretical lectures / practical exercises (exercise solutions) / homework

Assessment Methods

Discussion, participation and dialogue in the classroom / homework / quizzes / semester exams / end of school year exam

11. Program Structure

Level/Year	Course or Module Code	Course or Module Title	Credit rating	12. Awards and Credits
Fourth		Grammar	5	Bachelor Degree Requires (x) credits

13. Personal Development Planning

Relying on a systematic book to be a supplement to the currently scheduled book, to be more modern.

- Periodic modification of the course vocabulary through a course report questionnaire distributed to students and analysis

its results

- Periodic evaluation of course description through various feedback

Exchanging experiences with professors who teach the same course in other colleges and universities

14. Admission criteria .

15. Key sources of information about the programme

A University Grammar of English

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

[illegible]

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	
2. University Department/Centre	
3. Course title/code	
4. Modes of Attendance offered	
5. Semester/Year	
6. Number of hours tuition (total)	
7. Date of production/revision of this specification	
8. Aims of the Course	

9. Learning Outcomes, Teaching ,Learning and Assessment Methode

A- Cognitive goals .

A1.

A2.

A3.

A4.

A5.

A6 .

B. The skills goals special to the course.

B1.

B2.

B3.

Teaching and Learning Methods

Assessment methods

C. Affective and value goals

C1.

C2.

C3.

C4.

Teaching and Learning Methods

Assessment methods

D. General and rehabilitative transferred skills(other skills relevant to employability and personal development)

D1.
D2.
D3.
D4.

10. Course Structure

Week	Hours	ILOs	Unit/Module or Topic Title	Teaching Method	Assessment Method
1	3	Chapter 7: The simple sentence: Clause patterns	Clause patterns	Lecture	Test
2	3	Clause elements semantically considered	Clause elements semantically considered	Lecture	Test
3	3	Concord	Subject-verb/person/pronoun concord	Lecture	Test
4	3	The vocative	Forms of vocatives	Lecture	Test
5	3	Statements	Declarative sentences	Lecture	Test
6	3	Questions	Types of questions	Lecture	Test
7	3	Commands	Types of imperatives	Lecture	Test
8	3	Exclamations	Functions of the x-element	Lecture	Test
9	3	Chapter 11: The complex Sentence	Definition of complex sentence	Lecture	Test
10	3	Coordination and subordination	Coordination and subordination	Lecture	Test
11	3	Functional classification of dependent clauses (1)	Subject/ DO/ SC/ IO	Lecture	Test
12	3	Functional classification of dependent clauses (2)	OC /adjunct /conjunct / disjunct	Lecture	Test
13	3	Nominal clauses	<i>That</i> -clauses, <i>wh</i> -interrogative clauses, <i>yes/no</i> interrogative clauses, nominal relative clauses	Lecture	Test
14	3	Mid-year vacation	Mid-year vacation	Lecture	Test
15	3	Mid-year	Mid-year vacation	Lecture	Test

		vacation			
		Practicum	Practicum		
16	3	Practicum	Practicum	Lecture	Test
7	3	Practicum	Practicum	Lecture	Test
18	3	Practicum	Practicum	Lecture	Test
19	3	Practicum	Practicum	Lecture	Test
20	3	Practicum	Practicum	Lecture	Test
21	3	Direct and indirect speech/Adv erbial clauses	Direct and indirect speech/Types of Adverbial clauses	Lecture	Test
22	3	Chapter 12: The verb and its complementation (1)	Types of complementation (1)	Lecture	Test
23	3	Chapter 12: The verb and its complementation (2)	Types of complementation (2)	Lecture	Test
24	3	transitive and intransitive phrasal verbs (1)	Types of transitive and intransitive phrasal verbs (1)	Lecture	Test
25	3	transitive and intransitive phrasal verbs (2)	Types of transitive and intransitive phrasal verbs (2)	Lecture	Test
26	3	Intensive complementation	Copulas, Noun and Adjective Phrases as Subject Complement	Lecture	Test
27	3	Transitive complementation	NPs as Direct Object	Lecture	Test
28	3	Complex transitive complementation	Verb clauses with subject; Non-finite clauses with subject (<i>to</i> -infinitive/bare infinitive/ <i>ing</i> - & <i>ed</i> -participle clauses)	Lecture	Test
29	3	Ditransitive complementation	NP as both DO and IO	Lecture	Test
			امتحان الفصل الثاني		
			الامتحانات النهائية		

11. Infrastructure	
1. Books Required reading:	A University Grammar of English

2. Main references (sources)	Quirk, R. and Sidney Greenbaum.1973. A University Grammar of English. London: Longman. Chapters 7, 11 and 12
A- Recommended books and references (scientific journals, reports...).	Leech, G., M. Deuchar and R. Hoogenraad.1982. English Grammar for Today. London: MacMillan. Graver, B.D. 1971. Advanced English Practice. London. OUP. Quirk, R., S. Greenbaum, J. Leech and J. Svartvik. 1985. A Comprehensive Grammar of the English Language. London: Longman.
<ul style="list-style-type: none"> • Journal of Linguistics;Language;Lingua • Linguistic Inquiry;Studies in Language • Theoretical Linguistics 	The Grammar of English Grammars, by Chomsky (Online)
12. The development of the curriculum plan	
<p>Relying on a systematic book to be a supplement to the currently scheduled book, to be more modern.</p> <ul style="list-style-type: none"> - Periodic modification of the course vocabulary through a course report questionnaire distributed to students and analysis its results - Periodic evaluation of course description through various feedback <p>Exchanging experiences with professors who teach the same course in other colleges and universities</p>	

