

A COURSE MODULE DESCRIPTOR FORM

(Coursebook)

Module Information			
Course Module Title	Reading and Writing1		
ناوه كۆرس مۆديول	ناوى فهرمى ئەم بابەتە بە كوردى		
عنوان الوحدة	العنوان الرسمي لنموذج الدورة باللغة العربية		
Course Module Type	Core	Module Code	EL104
ECTS Credits	6	Module Level	1
Semester of Delivery	1	Dept. Code	DELT
College (Code)	ELT		
Module Website (CMW)	https://knu.edu.iq/sms/Main.php		
Module Leader (ML)	Yusra M.Salman		
e-mail	yusra.mohammed@knu.edu.iq		
ML Acad. Title	Assistant lecturer	ML Qualification	M. A
ML ORCID	https://orcid.org/0000-0002-2247-8617		
ML Google Scholar Acc.	https://scholar.google.com/citations?hl=en&user=Xh9InR8AAAAJ&view_op=list_works&authuser=1&gmla=AJsN-F5PCfEz0N-UstW9LJdC5Qw41oDQGJdYw_8zBDjA3saVt-dl1HjxzKmnT4rU9z		

	KkYH2Bn58ielG5ULMM7o_OHPFExZJAc3TwbFnRimgqr8X5MP9z9Ng		
Course Module Tutor	Yusra M.Salman		
Module Tutor email	yusra.salman@knu.edu.iq		
Peer Review Name	Maysa Abdulkareem Mahmood	e-mail	maysa.abdulkareem@knu.edu.iq
Reviewer Committee Approval	8/2/2022	Version Number	1.0

Relation With Other Modules	
Prerequisite	N/Applicable
Co-requisites	N/Applicable
Module Aims, Learning Outcomes and Indicative Contents	
Module Introductory Description	The reading passages included in this course represent a wide range of genres (newspaper and magazine articles, personal essays, textbook chapters, book excerpts and on-line discussions) gathered from well-respected sources. ▪ The importance of studying the subject lies in developing the students' skill in vocabulary building, and to build their reading and writing strategies. ▪ Exposing students to a variety of text types and genres helps them develop more effective reading skills. ▪ An important role in reading and writing is to illustrate how thinking in advance about the topic of reading prepares readers to better comprehend and interact with a text. ▪ Each reading chapter includes the following sections: 1. Unit question 2. iQ Online 3. Reading passage: Preview the reading Skill review: Scanning

	4. Building vocabulary 5. Grammar 6. Writing skill 7. Unit assignment: Brainstorm
Module Aims	The main objective of this course is to develop the students' skills in vocabulary building, reading and writing. This can be done by providing students with a variety of activities included in the reading passages, grammar, Vocabulary, iQ Online, scanning and skimming sections. The course also aims at developing the skills of listening and speaking through the Q Class online activities. New note-taking skills, an extended writing syllabus, and authentic video in every unit equip students for academic success. Clearly stated objectives motivate students to achieve their language goals. One of the top priorities of the course is to enhance the students' skills in discussion, brainstorming, scanning and skimming.
Module Learning Outcomes	By the end of this course, students will be able to develop their skills in vocabulary building. This course will help students to build their reading and writing strategies, in addition to listening and speaking. This can be done by getting students engaged in reading passages inside the classroom and trying to discover the meanings of difficult words and expressions, either individually or being involved in pair work, and group work by working within learning teams. It is also anticipated that students will develop their discussion, reading and writing abilities through by being involved in a variety of activities, such as brainstorming, scanning, skimming, Q Class online activities and iQ Online
Learning and Teaching Strategies	

Strategies	Throughout this course students are required to do the following obligations and duties to fulfil the course requirements: Regular lecture attendance, punctuality, doing homework assignments, taking part in class discussion groups, writing reports and essays, being engaged in Q Class online activities, in addition to doing exams and tests. Regular attendance of Lectures is a basic requirement for students. In addition, they have to do assignments, take part in class activities. They are required to continuously follow the lectures, and be ready to have quizzes and tests at any time.
-------------------	--

Module Delivery	
Structured workload (h/w)	3h/w
Unstructured workload (h/w)	7.8h/w
Total workload (h/w)	10.8h/w

Module Assessment				
	Time/Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Quizzes	2	10%	3/4	This course will help students to their reading and writing strategies in addition to listening and speaking.
Daily activity		10%		It is also anticipated that students will develop their discussion, reading and writing abilities through by being
Learning Dairy		10%		This can be done by getting students engaged in reading passages inside classroom, and trying to

				discover the meanings of different words and expressions, individually or by being involved in pair work, and group work by working within learning team
Presentation		10%		This can be done by getting students engaged in reading passages inside the classroom, and trying to discover the meanings of different words and expressions, individually or by being involved in pair work, and group work by working within learning team
Midterm Exam	1 hr	10%	7	It is also anticipated that students will develop their discussion, reading and writing abilities through by being
Final Exam	2 hrs	50%	15	Assess their knowledge
Total		100% (100 Marks)		

Learning and Teaching Resources		
	Text	Available in the Library?
Required Texts	Key references: Bixby, Jennifer and McVeigh, Joe. 2015. Skills for success: Reading and Writing. Oxford: Oxford University Press	Yes

Recommended Texts	Key references: Bixby, Jennifer and McVeigh, Joe. 2015. Skills for success: Reading and Writing. Oxford: Oxford University Press	Yes
Websites	Belanger J. (1987) Theory and research into reading and writing connections: A critical review. Reading-Canada Lecture 5: 10–21 Boscolo P., Cisotto L. (1999) On narrative reading–writing relationships: How young writers construe the reader’s need for inferences. In: Goldman S., Graesser A., van den Broek P. (Eds) Narrative comprehension, causality, and coherence. Essays in honor of Tom Trabasso. Lawrence Erlbaum, Mahwah, NJ, pp. 161–178 Google Scholar Brem S., Russell J., Weems L. (2001) Science on the web: Students’ evaluations of scientific arguments. Discourse Processes 32: 191–213 Article Camps A. (1995). Aprender a escribir textos argumentativos: Características dialógicas de la argumentación escrita [Learning to write argumentative texts: Dialogic characteristics in composing argumentation]. Infancia y Aprendizaje [Childhood and learning] 25: 51–63 Camps A., Millian M. (2000) Metalinguistic activity in learning to write. Amsterdam University Press, Amsterdam	

Delivery Plan (Syllabus)

Material Covered

Week 1	Introduction about the course Unit 2: Simple present/ Exercises: A,B,C,D
Week 2	Unit 3: When do we eat special food?/Reading: Celebrating with food/ Preview the reading/Celebrating food: A, B, C, D. Scanning for information
Week 3	Building vocabulary/Write what you think/writing Grammar: adjectives and adverbs
Week 4	Exercises: A, B/ Writing complete sentences Exercises: A, B,C,D Unit assignment: Brainstorming
Week 5	Revise, edit, rewrite, reflect Unit 4: How do you have fun?/ Reading- Review the reading/ vocabulary: A,B,C,D,E
Week 6	Work with the reading: A,B,C,D,E Building vocabulary: collocation
Week 7	Exercises: A,B/ Reading skill: underlining and highlighting Coming events: B,C
Week 8	Midterm exam
Week 9	Writing skills: Capitalizing proper nouns: A,B
Week 10	Grammar: subj., obj, pronoun: A,B
Week 11	Unit assignment: Write about/ Brainstorm, rewrite, revise, edit, reflect
Week 12	Unit 5: What is your favourite room? Reading/ preview the reading: A,B,C,D,E
Week 13	Work with the reading: A,B,C,D
Week 14	Write what you think/ Reading 2/ preview the reading:A,B,C,D

Week 15	Work with the reading: A,B,C,D,E,F/Write what you think: A,B,C
Week 16	Final exam

Course Keywords
1. Skill review: Scanning 2. Building vocabulary 3. Grammar 4. Writing skill 5. Unit assignment: Brainstorm

APPENDIX: (Help and Information)

KNOWLEDGE UNIVERSITY				
GRADING SCHEME				
Group	ECTS Grade	% of Students/Marks	Definition	GPA
Success Group (50 - 100)	A – Excellent	Best 10%	Outstanding Performance	5
	B - Very Good	Next 25%	Above average with some errors	4
	C - Good	Next 30%	Sound work with notable errors	3
	D - Satisfactory	Next 25%	Fair but with major shortcomings	2
	E - Sufficient	Next 10%	Work meets minimum criteria	1

Fail Group (0 – 49)	FX – Fail	(45-49)	More work required but credit awarded	
	F – Fail	(0-44)	Considerable amount of work required	

Note:

NB 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. KNU 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.