



model Unit Description
 Subject Description Form Y
 Faculty of Engineering /
 Department of



Unit information

Subject information

Unit Title	English language		Unit delivery	
Unit Type	Support		<input checked="" type="checkbox"/> theory <input checked="" type="checkbox"/> present <input type="checkbox"/> The laboratory <input type="checkbox"/> Educational <input type="checkbox"/> practical <input type="checkbox"/> The seminar	
unity symbol	BME-12-04			
ECTS Credits	8			
SWL (hour/SEM)	30			
Unit level	1	Semester for delivery	2	
Administration Department	Biomedical Engineering	The college	College of Engineering	
Unit Commander	hayder abdulazeez yousif		e-mail	hayderyousif@uowa.edu.iq
Unit Commander Title	Doctor	Unit Commander Qualifications	PhD	
Unit teacher		e-mail		
Peer Reviewer Name	name	e-mail	e-mail	
Scientific Committee Approval Date	13/2/2026	issue number	1.0	

Relationship with other units

Relationship with other subjects

Prerequisites Unit	nothing	Semester	
Common Requirements Unit	nothing	Semester	

Unit objectives, learning outcomes and guiding content Course objectives, learning outcomes and guiding content	
Unit objectives Subject objectives	English language study aims to improve global communication skills and enhance career and academic opportunities. Teaching strategies include blended learning, interactive learning, and learning using technology. Academic outcomes include language proficiency, the ability to read scientific research, and interact in multicultural environments.
Unit learning outcomes Learning outcomes for the subject	<ol style="list-style-type: none"> 1. Master basic skills: such as reading, writing, listening, and speaking. 2. Critical and creative thinking: Develop the ability to analyze information and make logical decisions. 3. Social Interaction: The ability to interact effectively in diverse social and professional settings. 4. Specialized knowledge: the acquisition of knowledge in a particular field of study or specialization. 5. Independence and self-learning: the ability to continuously learn and achieve goals independently
Guidance Contents Guidance Contents	<ol style="list-style-type: none"> 1. Educational information: Provides basic concepts and principles to support the learning and thinking process. 2. Procedures and steps: Clear instructions on how to do certain tasks or activities. 3. Tips and tricks: Guidance to help improve performance or achieve better results. 4. Tools and Resources: A list of helpful resources such as books, websites, or apps. 5. Cultural and behavioral guidelines: Tips on how to handle social or professional situations appropriately.

Learning and teaching strategies Learning and teaching strategies	
Strategies	<ul style="list-style-type: none"> • Interactive learning: Encouraging students to participate in classroom activities such as discussions, presentations, and problem solving.. • Blended learning: merging traditional education with technological tools such as online platforms to stimulate self-learning.. • Project-based learning: Students learn by working on real-world projects, helping to reinforce practical skills.. • Collaborative Learning: Encouraging teamwork among students to improve collaboration and knowledge sharing.. • Performance-oriented instruction: Guiding students to improve their academic performance through continuous assessments and clear goals..

Student workload(SWL)			
The student's academic load is calculated for 15 weeks.			
SWL Regulator (h/sem) Regular student load during the semester	78	SWL Regulator (H/W) Regular weekly student load	5
SWL unregulated (h/sem) Irregular student load during the semester	72	SWL unregulated (h/w) Irregular student load per week	5
totalSWL (h/sem) The student's total academic load during the semester	30		

Unit Evaluation					
Course material evaluation					
like		time/number	Weight (in marks)	Due week	Related learning outcomes
Formative assessment	Competitions	2	10% (10)	5, 10	LO#1, 2, 10, 11
	Appointments	2	10% (10)	2, 12	LO #3, 4, 6, 7
	Projects/The laboratory.	1	10% (10)	continuous	all
	a report	1	10% (10)	13	LO #5, 8, and 10
Final evaluation	Midterm Exam	2 s	10% (10)	7	LO #1-7
	Final Exam	2 hours	50% (50)	16	all
Overall Rating			100%(100 degrees)		

Delivery Plan (Weekly Syllabus)	
Theoretical weekly curriculum	
week	Covered Materials
Week 1	The first step in increasing their reading comprehension is to learn how to get the basic information.
Week 2	The first step in increasing their reading comprehension is to learn how to get the basic information.
Week 3	Sentence Structure: Learn all about the basic parts and components that make up a sentence and how to structure them to form meaningful sentences
Week 4	Sentence Structure: Learn all about the basic parts and components that make up a sentence and how to structure them to form meaningful sentences
Week 5	In English, tenses play a pivotal role in helping you present the information you intend to convey in a clear and accurate manner
Week 6	In English, tenses play a pivotal role in helping you present the information you intend to convey in a clear and accurate manner
Week 7	In English, tenses play a pivotal role in helping you present the information you intend to convey in a clear and accurate manner

The week8	In English , tenses play a pivotal role in helping you present the information you intend to convey in a clear and accurate manner
The week9	Indirect questions are a way of being polite. They are very, very common in English, especially when you're talking to someone you don't know.
week10	Indirect questions are a way of being polite. They are very, very common in English, especially when you're talking to someone you don't know.
Week 11	The sentence is the foundation of prose writing. A thorough understanding of core sentence structure and sentence elements
Week 12	The sentence is the foundation of prose writing. A thorough understanding of core sentence structure and sentence elements
Week 13	The sentence is the foundation of prose writing. A thorough understanding of core sentence structure and sentence elements
Week 14	Learn how to write meeting minutes to stay organized and impress your colleagues— plus formatting tips, samples, templates, and expert .
Week 15	Learn how to write meeting minutes to stay organized and impress your colleagues— plus formatting tips, samples, templates, and expert .
Week 16	Learn how to write meeting minutes to stay organized and impress your colleagues— plus formatting tips, samples, templates, and expert .

Grading chart				
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group	degree	Appreciation	Tags(%)	identification
Success Group (50 - 100)	A -excellent	privilege	90 - 100	Outstanding performance
	for -very good	very good	80 - 89	Above average with some errors
	G -good	good	70 - 79	Good work with noticeable errors.
	D -Satisfactory	middle	60 - 69	Fair but with major shortcomings
	h -Enough	acceptable	50 - 59	The work meets minimum standards.
Group failure (0 – 49)	FX -to fail	Failed(Under Processing)	(45-49)	More work needed but credit given
	F -to fail	Failed	(0-44)	A lot of work required.
<p>note:Marks that are 0.5 decimal places above or below the highest or lowest full mark will be rounded off (e.g. a mark of 54.5 will be rounded off to 55, while a mark of 54.4 will be rounded off to 54. The University has a policy of not condoning 'imminent pass failure', so the only adjustment to marks awarded by the original mark(s) will be the automatic rounding described above.</p>				