modelUnit Description

Subject Description FormY

Faculty of Engineering / Department of

Unit information

Subject information

Unit Title	**English language**	**Unit delivery**	
Unit Type	**Support**		☒**theory** ☒**present** ☒**The laboratory** ☐**Educational** ☐**practical** ☐**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	Saad Mahmoud	**e-mail**	Saed.mahmud@uowa.edu.iq
Unit Commander Title	Assistant Doctor	**Unit Commander Qualifications**	PhD
Unit teacher		**e-mail**	
Peer Reviewer Name	name	**e-mail**	e-mail
Scientific Committee Approval Date	26/9/2024	**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	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	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	• 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	
Week 2	
Week 3	
Week 4	
Week 5	
Week 6	
Week 7	
The week8	
The week9	

week10	
Week 11	
Week 12	
Week 13	
Week 14	
Week 15	
Week 16	

Grading chart Grading chart				
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.

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.