## A COURSE MODULE DESCRIPTOR FORM

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| Module Information | | | |
| **Course Module Title** | **Composition** | | |
| **ناوى کۆرس مۆدیول** | داڕشتن | | |
| **عنوان الوحدة** | تركيب | | |
| **Course Module Type** | Core | **Module Code** | EN 304 |
| **ECTSs** | 7 | | |
| **Department** | English Department | | |
| **Department Code** | ENG | | |
| **Module Website (CMW)** | <https://lms.noble.edu.krd/getAClass.php?stg=2&depCode=DEN&courseCode=EN304&lecModId=423> | | |
| **Module Leader (ML)** | Zaynab Ramzi Hussein | | |
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| **ML Acad. Title** | Asst. Lect | | |
| **ML ORCID** | <https://orcid.org/0000-0003-1205-8464> | | |
| **ML Google Scholar Acc** | <https://scholar.google.com/citations?user=sx5gaF8AAAAJ&hl=en> | | |

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| Relation with Other Modules (Please specify) | | |
| **Pre-requisites** | Students should have a fair knowledge of English language. This involves the knowledge of sufficient English vocabulary, structures and spellings. The students should be able to speak, read and write English. They must have sufficient ideas.  In addition, students have studied Writing skills in first year/ first semester. Therefore, they have prior knowledge to writing. |
| Module Aims, Learning Outcomes and Indicative Contents | | |
| Module Introductory Description | The course is developed for second year students of the English department. Composition is a fundamental writing skill and is the act of creating written works that’s why this course is designed to train the students to write English freely and accurately. It follows a step-by-step approach: Enough specificity of the topic of writing, Brainstorming, Outlining, and Putting the outline into writing. |
| Module Aims | This course of composition aims:   1. To enable students to express their ideas in writing. 2. To develop their writing ability. 3. To enable them to present their ideas in a clear and logical way. 4. Generate effective compositions using various methods for critical thought, for the development of ideas, for the arrangement of those ideas to achieve a specific rhetorical goal, for the application of an appropriate style, and for revision and editing 5. Analyze and use the forms and conventions of academic writing. |
| Module  Learning Outcome | Upon completion of this course, students will be able to:  1. Apply rhetorical concepts through analyzing and composing a variety of texts.  2. Reflect on knowledge and skills developed in this course.  3. Develop flexible composing, revising and editing strategies for a variety of purposes.  4. Write concise sentences  5. Critically think about writing through reading, analysis, and reflection.  6. Provide constructive feedback to others and incorporate feedback into their writing.  7. Identify effective writing techniques in his or her own work and in peer writing.  8. Demonstrate and apply knowledge of basic paragraph structure, including introduction, body and conclusion.  9. Employ the various stages of the writing process, including pre- writing, writing and re-writing.  10. Recognize and correct basic grammatical errors, specifically errors of subject/verb agreement, verb tense, pronoun agreement, usage of prepositions and articles.  11. Employ socially appropriate language. |
| Learning and Teaching Strategies | | |
| **Strategies** | 1. Providing clear and concise instructions, modeling the desired **composition skills**, and giving students ample opportunity to practice composing texts. 2. Giving students feedback on their compositions, so that they can see how they are progressing and what areas they need to continue to work on. 3. Breaking the task of writing down into manageable, teachable chunks. 4. Making sure that the students have all the information they require for their writing by assisting them with the transfer of planning sheets. 5. Pairing students and letting them revise one another. 6. Moving through some examples to help them improve their editing skills. 7. Practice writing regularly. This will help them develop the necessary skills. 8. Reading a lot. Reading will help them understand how to structure a composition. 9. In-class composition. 10. Peer-revision 11. Small‐group work will also be expected. |
| Student requirements | 1. Students are required to be active and participate in the activities conducted inside the class. 2. Attendance is required in this class and it is compulsory. 3. Students are required to practice writing collectively with the teacher or work in pairs, group, or individually. Sometimes students are required to review each other’s writing. 4. Presentations 5. Students are expected to be well-prepared and attend classes (on time) 6. Laughter without reason, using cell phones, talking to the extent that bothers students etc. are not acceptable. 7. Students are required to do all the assignments given by the teacher. 8. Students are responsible for any action the teacher takes if they take photos/videos or any other forbidden behavior during the class. 9. Students who miss a class due to personal or family emergencies, serious illness, accidents, or hospital care may request an excused absence. 10. Medical absences can only be excused with a receipt from a recognized clinic or hospital. |

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| **Required texts and References** |
| **The Main Text Book:**  Zemach, D.E. And Rumisek L.A. (2005). Academic Writing: From Paragraph to Essay. Oxford: Macmillan Education.  **Other recommended references:**  Bailey, S. (2004) *Academic writing: A Practical Guide for Students*. London : Routledge, Taylor & Francis Group.  Oshima, A. and Hogue, A. (2006) *Writing academic English*. 4th ed. White Plains, NY: Pearson.  Oshima, A. and Hogue, A. (2014). Longman Academic Writing Series 4. 5th ed. NewYork: Pearson Education. |

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| Module Delivery | |
| **Total workload Per week** | |
| **Contact Theoretical Hours – Per term** | 15 |
| **Contact Practical Hours – Per term** | 174 |

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| Module Assessment The following activities or any other activities that match the Bologna process can be performed | | | |
| **Module Activities** | **Time /Number** | **Weight (Marks)** | **Week Due** |
| Contact hours – Participation | Daily bases | 5% | Weekly |
| Attendance | Daily bases | 5% | Weekly |
| Presentation | 1 | 5% | Week 5 |
| Learning logs | Weekly bases | 10% | Weekly |
| Quiz | 3 | 5% | Weeks 6,10, 14 |
| Homework / Worksheets | Weekly bases | 5% | Weekly |
| Projects /Essay | 1 | 5% | Week 12 |
| Midterm Exam | 1 | 20% | Week 10 |
| Final Exam |  | 40% |  |
| **Total** |  | 100% |  |

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| Delivery Plan (Designed Syllabus) | |
|  | **Course Module Content** |
| Week 1 | Introduction (coursebook, student requirements and classroom rules)   1. Sentence writing rules 2. Describing pictures and writing sentences 3. Peer reviewing the sentences and correcting them |
| Week 2 | 1. What is composition? 2. Types of composition 3. Writing a paragraph about (My best friend) |
| Week 3 | 1. The six steps of writing process 2. Pre-writing 3. Choosing and narrowing a topic 4. Brainstorming (making a list, freewriting and mapping) 5. Editing 6. Review 7. Writing a paragraph about (My family) |
| Week 4 | 1. The Structure of a Paragraph 2. The three parts of a paragraph (Hamburger Paragraph) 3. Identifying and writing topic sentences |
| Week 5 | 1. The Development of a Paragraph 2. Paragraph support and development |
| Week 6 | 1. Writing concluding sentences 2. Peer editing 3. Analyzing model |
| Week 7 | 1. Writing a paragraph about (My daily eating Routine) Homework. 2. Paragraph writing practice by answering questions (in-class) 3. The writing process |
| Week 8 | 1. Descriptive and Process Paragraphs 2. Descriptive paragraphs and reasons for writing them 3. Organizing and writing descriptive paragraphs using adjectives and prepositions 4. Writing a paragraph about (How to make cookies) |
| Week 9 | 1. Process paragraphs and reasons for writing them 2. Using transition words to write a process paragraph 3. Reorganizing sentences |
| Week 10 | 1. Mid-term Exam 2. Organizing and writing paragraphs expressing opinions and arguments • |
| Week 11 | 1. Using transition words to express cause and effect 2. Using modal expressions to make recommendations |
| Week 12 | Opinion Paragraphs   1. Distinguishing between fact and opinion 2. Writing a paragraph about (My last dream) |
| Week 13 | Comparison / Contrast Paragraphs   1. Comparison / contrast paragraphs and reasons for writing them 2. Organizing comparison / contrast paragraphs 3. Connecting words used for comparing and contrasting topics |
| Week 14 | Problem / Solution Paragraphs   1. Writing about problems and solutions 2. Using first conditionals 3. Writing a two-paragraph text with linking phrases |
| Week 15 | 1. Unity 2. Coherence |
| Week 16 | 1. Email writing 2. CV writing |
| Week 17 | A general review |
| Week 18 | Final Exam |

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| Course Keywords |
| Academic writing, Sentence, Paragraph, Fact, Opinion, Comparison paragraph , Contrast Paragraph, Problem paragraph, Solution Paragraph, Descriptive Paragraph, Process paragraph, Peer review, Brainstorming and Mapping. |

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