

	Ministry of Higher Education and Scientific Research. University of Anbar. Department of Information System.	
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## MODULE DESCRIPTOR FORM

Module Information			
<b>Module Title</b>	Communication Skills	<b>Module Type</b>	Type c
<b>Module Code</b>	ISMT203	<b>ECTS Credits</b>	2
<b>Module Level</b>	UGI	<b>Semester of Delivery</b>	Two
<b>Administering Department</b>	IS	<b>Faculty</b>	CSIT
<b>Module Leader</b>	Mohammed .Rabeea	<b>e-mail</b>	mohammed.rabeea@uoanbar.edu.iq
<b>Module Leader's Acad. Title</b>	Lecturer	<b>Module Leader's Qualification</b>	PhD
<b>Module Tutor</b>		<b>e-mail</b>	
<b>Peer Reviewer Name</b>	/	<b>e-mail</b>	/
<b>Review Committee Approval</b>	DD/MM/YY	<b>Version Number</b>	1.0

Relation With Other Modules	
<b>Pre-requisites</b>	/
<b>Co-requisites</b>	/
Module Aims, Learning Outcomes and Indicative Contents	
<b>Module Aims</b>	<p>The aims of a module focused on communication skills typically revolve around equipping individuals with the tools and techniques necessary to effectively convey information, ideas, and emotions in various contexts.</p>
<b>Module Learning Outcomes</b>	<ul style="list-style-type: none"> <li>A1- Define and explain the key concepts and theories of communication.</li> </ul>

	<ul style="list-style-type: none"> <li>Identify and analyze the different types of communication.</li> <li>Apply communication skills in a variety of contexts.</li> <li>Evaluate the effectiveness of their own communication skills.</li> <li>Develop a plan to improve their communication skills.</li> </ul>
<b>Indicative Contents</b>	
<b>Learning and Teaching Strategies</b>	
<b>Strategies</b>	<p>The main strategy that will be adopted in delivering this module are:</p> <ol style="list-style-type: none"> <li>Power point presentation (Data show).</li> <li>Explanation on the white board using different color markers.</li> <li>Discussions with the student during teaching.</li> <li>Interaction with students through daily problems practice through lecture.</li> <li>Solve different problems with more exercises.</li> <li>Submit assignment that develop student learning.</li> </ol>

<b>Module Delivery</b>	
<b>Structured workload (h/w)</b>	5.4
<b>Unstructured workload (h/w)</b>	8
<b>Total workload (h/w)</b>	13.4

<b>Module Evaluation</b>				
	<b>Time/Number</b>	<b>Weight (Marks)</b>	<b>Week Due</b>	<b>Relevant Learning Outcome</b>
<b>Quizzes</b>	3	6% (6)	3,7 and 11	
<b>Assignments</b>	2	6% (6)	2 and 12	
<b>Projects / Lab.</b>	1	15% (15)	Continuous	
<b>Report</b>	1	5% (5)	13	
<b>Midterm Exam</b>	2 hr	18% (18)	7	
<b>Final Exam</b>	3 hr	50% (50)	16	
<b>Total</b>		100% (100 Marks)		

<b>Learning and Teaching Resources</b>		
	<b>Text</b>	<b>Available in the Library?</b>
<b>Required Texts</b>	Communication: Building Relationships by Judy C. Pearson, 10th Edition, Allyn & Bacon, 2019	Yes/No
<b>Recommended Texts</b>		Yes/No
<b>Websites</b>		

<b>Delivery Plan (Weekly Syllabus)</b>	
	<b>Material Covered</b>
<b>Week 1</b>	Definition of communication and its significance
<b>Week 2</b>	Models of communication The role of perception and context in communication
<b>Week 3</b>	Principles of effective writing Grammar, punctuation, and sentence structure
<b>Week 4</b>	Crafting clear and concise messages Writing for different audiences and purposes
<b>Week 5</b>	Public speaking fundamentals Speech organization and delivery techniques
<b>Week 6</b>	Overcoming stage fright and anxiety Practicing persuasive communication
<b>Week 7</b>	<b>Mid-Term Exam</b>
<b>Week 8</b>	Active listening skills Empathetic communication and rapport-building
<b>Week 9</b>	Conflict resolution strategies Cultural sensitivity and communication
<b>Week 10</b>	Understanding body language and facial expressions Gestures, posture, and eye contact
<b>Week 11</b>	Interpreting non-verbal cues in communication

	Using non-verbal communication to enhance message clarity
<b>Week 12</b>	Ethical communication Ethical principles in communication
<b>Week 13</b>	Communication in academic settings (presentations, group discussions)
<b>Week 14</b>	Professional communication (emails, meetings, networking)
<b>Week 15</b>	<b>Preparatory Week</b>
<b>Week 16</b>	<b>Final Exam</b>

### APPENDIX:

UNIVERSITY of Anbar				
GRADING SCHEME				
Group	ECTS Grade	% of Students/Marks	Definition	GPA
<b>Success Group (50 - 100)</b>	<b>A</b> - Excellent	Best 10%	Outstanding Performance	<b>5</b>
	<b>B</b> - Very Good	Next 25%	Above average with some errors	<b>4</b>
	<b>C</b> - Good	Next 30%	Sound work with notable errors	<b>3</b>
	<b>D</b> - Satisfactory	Next 25%	Fair but with major shortcomings	<b>2</b>
	<b>E</b> - Sufficient	Next 10%	Work meets minimum criteria	<b>1</b>
<b>Fail Group (0 - 49)</b>	<b>FX</b> – Fail	(45-49)	More work required but credit awarded	
	<b>F</b> – 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. The university 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.