

وزارة التعليم العالي والبحث العلمي
جهاز الإشراف والتقويم العلمي
دائرة ضمان الجودة والاعتماد الأكاديمي

استمارة وصف البرنامج الأكاديمي للكليات والمعاهد

للعام الدراسي ٢٠٢٣-٢٠٢٤

الجامعة : المثني

الكلية /المعهد : التربية للعلوم الانسانية

لقسم العلمي : اللغة الانكليزية

تاريخ ملء الملف : ٢٠٢٤/٠٣/٢٠



التوقيع :

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التاريخ :



التوقيع :

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التاريخ :

دقق الملف من قبل

شعبة ضمان الجودة والأداء الجامعي

اسم مدير شعبة ضمان الجودة والأداء الجامعي : د.عليه حسينه ابيش

التاريخ :

التوقيع :



مصادقة السيد العميد
د.د. باسم خوري خضير

Academic Program Description

This academic program description provides a brief summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program

College of Education for Human Sciences	1. Educational institution
English Language	2. Scientific Department / Center
Writing	3. Name of academic or vocational program
Bachelor of English Language	4. Final Certificate Name
annual	5. Academic System : Annual / Decisions / Other
Adopting the standards of the Association of Arab Universities.	6. Accredited Accreditation Program
Application duration 45 days	7. Other external influences
2024/3/19	8. History of the preparation of the description
9. Objectives of the Academic Program	
<p>1. Preparing a generation of teachers and teachers for intermediate and preparatory education who have the ability to teach English in those educational seminars</p> <p>2. Preparing graduates who use the English language with the command of the four skills: comprehension and comprehension, speaking, Reading, writing</p> <p>3. Enable students to review, consolidate, develop and deepen the language skills they have acquired in the stages Previous Tuition</p> <p>4. Enable students to rely on themselves in understanding what they read in English</p>	

beyond the boundaries

Previous study

5. Qualifying students highly qualified to continue postgraduate programs

6. Creating a balanced student personality behaviorally and emotionally

7. Using technologies to achieve integration between other methodological aspects and introducing them as an essential part of education programs

In the section

8. Seeking to acquire specialization in addition to educational and methodological culture

10. Required Program Outcomes and Teaching, Learning and Assessment Methods

A-A cognitive objectives.

A1- Memorizing or remembering information and perceiving it

A2- Comprehension and comprehension, i.e. 1- Developing mental abilities and skills 2- Translation 3- Interpretation 4- Inductive estimation

A3- Application: The use of abstract ideas in new and concrete situations 0

A4- Analysis: Any analysis of the material into its constituent elements and tracking the relationships between the parts and the way they are organized.

A-5- Installation: Placing the elements and parts so that they are one whole 0

A6- Calendar

B - Skills objectives of the program:

B1- Providing students with grammatical abilities that enable them to evaluate the topic.

B2- Developing the linguistic wealth of students and providing them with many words and structures.

B3- Activating the topic with students and collecting, coordinating and writing ideas.

B4- Accustom students to the accuracy of observation and distinguish between right and wrong.

Teaching and learning methods

1- The traditional lecture method

2- E-learning method using PowerPoint and teaching methods.

3- Method of questioning and discussion

4- Brainstorming method

Evaluation methods

1- Daily and monthly oral and written exams

2- The method of application by the student himself

- 3- Open Book Exam
- 4- Research and Reports

C- Emotional and value goals:

A1- Reception: The student's desire to receive the lesson and pay attention to it.

C2- Response: Beyond mere attention to the phenomenon in an active and effective manner.

C3- Valuation (evaluation) Evaluation of the learner and his appreciation of any phenomenon and behavior and the lesson itself and its role in daily life.

C4- Organization: The teacher represents the lesson sequentially, determines the mutual relationships between them, and establishes dominant values.

Teaching and learning methods

-Traditional lecture

- Electronic lecture using PowerPoint

-Practicality

- The method of explanation and discussion is individual and groups

- The student joins, for example, a seminar on how to teach grammar in the English language in a proper way.

- A group workshop between the teacher and students in which they explain certain patterns using visual writing means.

Evaluation methods

Evaluation is carried out through oral and written examinations and evaluation of research carried out by groups.

10. General and qualifying skills transferred (other skills related to employability and personal development).

D1- Perception: Understanding the meaning and formulating a concept.

D2- Application: Use of information in a new situation.

D3- Dividing the information into parts to fully understand it .

D4- Synthesis: Gathering ideas and forming something new.

d. General and qualifying skills transferred (other skills related to employability and personal development).

D1--Developing the student's mental abilities

D2- Developing skill capabilities.

D3- Dealing with students' levels.

Teaching and learning methods

<ul style="list-style-type: none"> - Explanation, direct delivery and presentation by means of illustration - Discussion during the lecture - Use interrogation methods and implicit questions. 					
Evaluation methods					
<ul style="list-style-type: none"> -Daily testing and reports -Monthly tests - Final exams 					
11.Program Architecture					
Credit Hours		Course Name	Course or Course Code	Grades	
practical	theoretical				
2		Writing		First	

12.Planning for personal development	
<ul style="list-style-type: none"> 1- The curriculum is not enough to take care of students and achieve what they aspire to. 2- The curriculum should be adapted to students' present and future. 3- The teacher should have an influential personality in order to leave an impact on the hearts of students 	
13.Admission criterion (setting regulations related to admission to a college or institute)	
<ul style="list-style-type: none"> 1- Central Admission 2- Student desire 3- Competitive rate between departments 	

14. The most important sources of information about the program

**Electronic references for approved books/
Central Library
Textbooks**

Curriculum Skills Outline

Please tick the boxes corresponding to the individual learning outcomes from the program under evaluation.

Learning outcomes required from the program																						
General and qualifying skills transferred (Other skills related to employability and personal development)				Emotional and value goals				Program Skills Objectives				Cognitive Objectives				fundamental Or optional	Course Name	Course Code	Year/Level			
																				D4	D3	D2
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Essential	Writing		First	

Course Description Form

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities. It must be linked to the program description.

College of Education for Human Sciences	1. Educational institution
English Language	2. Scientific Department / Center
Writing	3. Course Name/Code
First Stage Students	4. Available Attendance Forms
Chapter One + Chapter Two	5. Semester / Year
6 weekly	6. Number of Credit Hours (Total)
2024/3/19	7. The history of preparation of this description
8. Course Objectives	
Introducing students to grammar and its basics is the basis for composing and constructing sentences. And help students understand complex structure correctly 0	

9. Course Outcomes and Methods of Teaching, Learning and Assessment

<p>A- Knowledge Objectives</p> <p>A1 Speak a sound language.</p> <p>A2. Distinguishing between vocabulary of similar use</p> <p>A3 Knowledge of phonetic symbols</p> <p>A4 Ability to understand literary and assimilative texts</p>
<p>B - Course skills objectives</p> <p>B1 To have the ability to think and comprehend.</p> <p>B2. The student must have the ability to write.</p> <p>B3. Participate in discussions in the classroom.</p> <p>B4. The ability to pronounce and distinguish sounds and know the writing of their symbols</p>
<p>Teaching and learning methods</p>
<p>1- Theoretical and practical lectures.</p> <p>2- Use of teaching aids (presentations and scientific films)</p> <p>3- Practicality.</p>
<p>Evaluation methods</p>
<p>Semester theoretical and practical tests, discussion during the lecture and final exams</p>
<p>C- Emotional and value goals</p> <p>A1 The student should be motivated to solve the assignment</p> <p>C2. The student should discuss seriously in the lecture</p> <p>C3. Interaction as groups with the professor</p> <p>A4 .Conclusion</p>
<p>Teaching and learning methods</p>
<p>1- Brainstorming</p> <p>2- Discussion</p> <p>3- Manifold questions in language.</p>

Evaluation methods
<ul style="list-style-type: none">• Weekly assignments• Semester exams• Evaluating the student through classroom performance and participation in various events.
<p>d. General and rehabilitative skills transferred (other skills related to employability and personal development).</p> <p>D1 .Listening to English speakers and trying to speak continuously for the development of the linguistic aspect</p> <p>D2 Ability to employ the linguistic aspect of teaching in schools and other institutions</p> <p>D3. Writing continuously</p> <p>D4. Continuous reading</p>

10. Course Structure

Evaluation method	Method of education	Unit or subject name	Required Learning Outcomes	Hours	The week
Enables the student to know the steps	Lecture & Discussion	Introduction to writing	Understanding the writing process	24	1-4
Enable the student to choose a topic	Lecture & Discussion	Process of writing	Writing process	18	5-8
as well as his book	Lecture & Discussion	Steps of writing	Writing steps	18	9-11
Test the given examples	Preparing for the test	Paragraphs	Texts	6	12
=	Lecture & Discussion	Types of paragraphs	Types of texts	6	13
=	Lecture & Discussion	Descriptive paragraph	Descriptive text	6	14
Test and ask him	Written exam	Narrative paragraph	Narrative text	6	15
Test & Discuss	Lecture and discussion	Essay	Article	6	16
Testing & Asking	Lecture and discussion	Types of essay	Article Types	6	17
Student presentation + daily test + question	Lecture and discussion	How to write essay	How to write an essay	6	18
=	=	Review and ask	Conclusion	2	29
		Written exam	Conclusion		30

11. Infrastructure

Academic Writing by Dorothy E Zemach	1- Required textbooks
Academic Writing by Dorothy E Zemach	2- Main references (sources)
<i>https:books.og.com</i> <i>https: ohio .come</i>	A) Recommended books and references (scientific journals, reports,)
Mariam website Britannica website	B) Electronic references, websites,

12. Course Development Plan

Communicate in the development of the curriculum based on recent versions of books and references.

Academic Program Description

This academic program description provides a brief summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program

Al , Muthanna University	15.Educational institution
Faculty: College of Education for Human Sciences Department: English Language	16.Scientific Department / Center
Academic Program for Colleges and Institutes	17.Name of academic or vocational program
PhD in Teaching Methods	18.Final Certificate Name
annual	19.Academic System : Annual / Decisions / Other
IT	20.Accredited Accreditation Program
Field and scientific visit	21.Other external influences
18/3/2024	22.History of the preparation of the description
23.Objectives of the Academic Program	
Preparing and qualifying students to meet the requirements of the market in the public and private sectors through diversification in teaching methods, education and training students to solve real problems in the work environment	
Encouraging and developing scientific research in the fields of psychological and educational sciences in general	

Preparing a stimulating environment for faculty members to develop their knowledge and educational and research skills
Building and developing cooperation with other governmental, private and community sectors

24. Required Program Outcomes and Teaching, Learning and Assessment Methods

A-A cognitive objectives.

- A1 - Clarifying the basic concepts of psychology and applying them in other scientific and social fields
- A2- Acquire skills in addressing and overcoming problems
- A3- Gain experience in different environments
- A4- Gaining experience in the educational and learning system
- A5- Designing an educational and learning bag that simulates classroom and extracurricular reality
- A6- Evaluation of academic work and ways to develop it

B - Skills objectives of the program:

- B1 – The ability to think about addressing the many problems that tell the practical reality
- B2 – Writing scientific reports and analyzing their data and vocabulary
- B3 - Proficiency and the ability to design educational programs and bags for scientific and cognitive training

Teaching and learning methods

- Explanation and clarification
- Display the scientific material in the manner of data show, plasma screen and smart board
- Cooperative education and self-learning
- Seminars
- Graduation Projects
- Field visits to the applicators

Evaluation methods

- Short exams (COB)
- Homework
- Semester Exams

- Final Exams
<p>C- Emotional and value goals: according to Krathul's classification of emotional goals</p> <p>C1- Acceptance/Arouse students' attention to educational aids such as plasma screens and data show</p> <p>C2- Responding and following up the extent to which students interact with the display on the screen</p> <p>C3- Evaluation, i.e. giving value to the thing presented to students</p> <p>C4- Formation of the trend, meaning that the student is sympathetic to what is presented in front of him</p>
Teaching and learning methods
<ul style="list-style-type: none"> - Active participation in the classroom - Commitment to the lesson date and submission of homework - Performance of semester and final exams and cognitive achievement
<p>Evaluation methods</p> <ul style="list-style-type: none"> - Homework - Interaction within the lecture - Commitment to the time of attendance and departure
<p>d. General and qualifying skills transferred (other skills related to employability and personal development).</p> <p>D1- Developing the student's ability to deal with artificial intelligence</p> <p>D2- Developing the student's ability to deal with the Internet</p> <p>D3- Developing the student's ability to deal with teaching aids</p> <p>D4- Developing the student's ability to deal with dialogue, discussion and providing lessons</p>
Teaching and learning methods
<ul style="list-style-type: none"> - Active participation in the classroom - Commitment to the lesson date and submission of homework - Performance of semester and final exams and cognitive achievement
Evaluation methods

- Homework
- Interaction within the lecture
- Commitment to the time of attendance and departure

25. Program Architecture

Credit Hours		Course Name	Course or Course Code	Grades
practical	theoretical	Educational Psychology		The first
2				

26. Planning for personal development

- Introducing modern teaching methods that combine theoretical reality and practical application

27. Admission criterion (setting regulations related to admission to a college or institute)

Central Admission for Health Studies
Special admission for evening studies

28. The most important sources of information about the program

- Workshops and seminars held by the ministry or university
- Various Websites
- Twinning with other universities

Curriculum Skills Outline

Please tick the boxes corresponding to the individual learning outcomes from the program under evaluation.

Learning outcomes required from the program																fundamental Or optional	Course Name	Course Code	Year/Lev el
General and qualifying skills transferred (Other skills related to employability and personal development)				Emotional and value goals				Program Skills Objectives				Cognitive Objectives							
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
		✓			✓				✓					✓		elective	Education al Psycholog y		2023- 2024

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Course Description Form

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities. It must be linked to the program description.

Muthana University / College of Education for Human Sciences	13. Educational institution
English Language	14. Scientific Department / Center
	15. Course Name/Code
Attendance, Online classes	16. Available Attendance Forms
Second,2024	17. Semester / Year
48	18. Number of Credit Hours (Total)
18/3/2024	19. The history of preparation of this description
20. Course Objectives	
Preparing and qualifying students to meet the requirements of the market in the public and private sectors through diversification in teaching methods, education and training students to solve real problems in the work environment	
Encouraging and developing scientific research in the fields of psychological and educational sciences in general	
Preparing a stimulating environment for faculty members to develop their knowledge and educational and research skills	
Building and developing cooperation with other governmental, private and community sectors	

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21. Course Outcomes and Methods of Teaching, Learning and Assessment

A- Cognitive Objectives

- A1 - Clarifying the basic concepts of psychology and applying them in other scientific and social fields
- A2- Acquire skills in addressing and overcoming problems
- A3- Gain experience in different environments
- A4- Gaining experience in the educational and learning system
- A5- Designing an educational and learning bag that simulates classroom and extracurricular reality
- A6- Evaluation of academic work and ways to develop it

B - Course skills objectives

- C1- Acceptance/Arouse students' attention to educational aids such as plasma screens and data show
- C2- Responding and following up the extent to which students interact with the display on the screen
- C3- Evaluation, i.e. giving value to the thing presented to students
- C4- Formation of the trend, meaning that the student is sympathetic to what is presented in front of him

Teaching and learning methods

Duplicate

Evaluation methods

Duplicate

C- Emotional and value goals

A1-

C2- bis

A3-

A4-

Teaching and learning methods

- Active participation in the classroom
 - Commitment to the lesson date and submission of homework
- Performance of semester and final exams and cognitive achievement

Evaluation methods

- Homework
 - Interaction within the lecture
- Commitment to the time of attendance and departure

d. General and rehabilitative skills transferred (other skills related to employability and personal development).

D1- Developing the student's ability to deal with artificial intelligence

D2- Developing the student's ability to deal with the Internet

D3- Developing the student's ability to deal with teaching aids

D4- Developing the student's ability to deal with dialogue, discussion and providing lessons

22. Course Structure					
Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
Semester Exam	Cooperative learning method	Introduction to Psychology	Learn about the theoretical and applied aspects of psychology	2	1
Interrogation	Discussion method	Psychology Schools	Understanding and analyzing the material	2	2
test	Debono method	Classification of goals	Definition and simulation	2	3
Homework	Active participation in the classroom	Learning theories	Application and installation	2	4
Interaction within the lecture	Commitment to the lesson date and submission of homework	Motivation	Analysis and adaptation	2	5
test	Active participation	Memory and forgetfulness	Installation and processing	2	6
Commitment to the time of attendance and departure	Active participation in the classroom	Feedback	Calendar and clarification	2	7

23. Infrastructure	
Textbooks	3- Required textbooks
Various sources	4- Main references (sources)
Educational Psychology by Youssef Qatami Educational Psychology by Imad Al-Zghoul	C) Recommended books and references (scientific journals, reports,

Electronic Psychology Encyclopedia

D) Electronic references,
websites,

24. Course Development Plan

- Assisting the professor and training on the scientific interpretation of the learner's behavior patterns
- Meet the urgent needs of the target community (students) in taking into account individual differences and their mental development, which contributes to the focus of the material on mental abilities

Academic Program Description:

This academic program description provides a brief summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program.

Ministry of Higher Education and Scientific Research Al , Muthanna University	Educational institution	1
College of Education for Human Sciences Department of English Language	Scientific Department / Center	2
English Literature	Name of academic or vocational program	3
Bachelor	Final Certificate Name	4
Annual study system	Academic System: Annual / Decisions / Other	5
Adopting international comprehensive education quality standards and the standards of the Association of Arab Universities in the field of education quality.	Accredited Accreditation Program	6
Ministry of Higher Education and Scientific Research, Ministry of Education.	Other external influences	7
19 /3/2024	History of the preparation of the description	8
Objectives of the Academic Program This course aims to teach first-year students in the Department of <i>English Language / Arts in Iraqi universities. This curriculum or course is designed in response to the needs of students in a simplified</i>		9

<i>book to provide them with basic information about English literature of various kinds, especially in the field of poetry, theater, prose and short story, as each of the aforementioned types of literature is taught in specific chapters separate from the rest of the genres. This book is not interested in teaching advanced students in the study, as the curriculum is designed to teach beginner students and Help them understand English literature and encourage them to develop their skills in this field.</i>	
Be able to understand linguistic significance as well as search for literary sources.	A-
Be able to know how to invest competence and awareness of language skills.	In-
Enable the student to achieve the general educational goals.	C-
Familiarize the student in detail with the eras during which education passed.	D-
Identify the percentage of understanding of the material presented to him and identify the factors affecting him in pronunciation or spelling.	E -
Enable the student to know the pedagogy in Athens.	And-
Familiarize the student with knowledge of the objectives of education, old and new.	G-
To be familiar with the methods used to convey the ideas he acquires from some professors, because practice has an important role in the production of language skills.	Going to-

10- Required program outcomes and methods of teaching, learning and evaluation.

A- Cognitive Objectives:

A-1 Enhancing the student's own abilities in tasting English poetry.

A-2 Knowing the motives that the poet must adopt in his literary creativity

. 3Adopting an important approach to understanding English literature and its outputs.

B- Skills objectives of the program:

B1 Introduce the student to English literature and understand the rhetorical means used by the poet in the poem's systems.

B2 – Expanding the student's cognitive abilities in analyzing and studying poetry.

B3- Establishing the student's ability in the process of analysis and comprehension of the literary text .

Teaching and learning methods.

Through electronic lectures and clarification of everything contained in poetry through rhetorical means of illustration.

Evaluation methods.

Daily, quarterly and final evaluation, the daily attendance of students, the weekly reports submitted by the student, as well as conducting written and oral tests, and students' participation in enriching the lecture .

C- Emotional and value goals:

C1- The student should conclude the importance of the essay questions.

C2- The student should analyze the types of objective questions.

C3- The student should be aware of the relationship between education and the environment.

C4- The student should express his opinion on the role of education in human life.

Teaching and learning methods.

- Discussion and questioning.
- Interrogate students using traditional questions.

Evaluation methods.

1- Daily oral exams.

2- Student engagement and interaction through discussions in directed questions and inquiries.

3. Written exams) Monthly and quarterly

d. General and qualifying skills transferred (other skills related to employability and personal development).

- 1.- The skill of analysis and verification in the literary text.
2. Learn the skill of conversation .
3. The style of reading literary texts, especially poetry, theater and prose .
4. Developing the skill of writing literary texts.
5. Expanding the perceptions, feelings and feelings of students in tasting literary production .

Teaching and learning methods.

- 1- Using intellectual questions to know the student's ability to analyze and conclude.
- 2- Making groups inside the classroom.
3. Ask questions as homework.

Evaluation methods.

- 1 - Asking questions that lead to mental focus.
- 2- Monitor the behavior and answers of students.
3. Oral tests.
4. Written exams

11. Course Structure

Evaluation method	Method of education	Unit or subject name	Required Learning Outcomes	Hours	The week
Enables the student to understand literature	Lecture and discussion	Introduction to literature English	The student's understanding of the text Literary	8	1-4
Students are evaluated through surprise exams, daily activity and student participation in the dialogue.	Reading and listening to the outputs of literature	Introduction to poetry	The student's understanding of the literary text.	8	5-8

as well as his book	Lecture & Discussion	The difference between poetry and prose	The student's understanding of the literary text	6	9-11
Students are evaluated through surprise exams, daily activity and student participation in dialogue through the guidance of	Listen to poems and texts	Analysis of the poem	Analysis of poems	2	12
=	Lecture & Discussion	Types of English poetry	Understanding the literary text	2	13
=	Lecture & Discussion	Introduction to prose and drama	Summary	2	14
Written test and question	Lectures, participation in dialogue and research in sources	Poetry 18 Discussion of selected poems		2	15

11- Planning for personal development.

- 1- Monitoring the behavior of students inside the classroom.
- 2- What is the moment the student is stuck with his colleagues and professors.
- 3- The student's ability to analyze and conclude the subject.

12- Admission criterion (setting regulations related to admission to a college or institute)

- 1- Central admission based on the instructions in the Ministry of Higher Education and Scientific Research.

2- Admission according to the parallel education channel to the instructions of the Ministry of Higher Education and Scientific Research

Curriculum Skills Outline

Please tick the boxes corresponding to the individual learning outcomes from the program under evaluation.

Learning outcomes required from the program

Transferred general and qualifying skills (other skills related to employability and personal development)				Emotional and value goals				Program Skills Objectives			Cognitive goals				fundamental Or optional	Course Name	Course Code	Year/Level
D4	D3	D2	D1	C4	C3	C2	C1	B3	B2	B1	A4	A3	A2	A1				
The skill of linking the material to reality using reinforcement exempl	Evaluation skill	The skill of linking the material to reality using reinforcement	The skill of classroom management and control	The student should realize the relationship between ancient	The student should be aware of the relationship between	The student should analyze the types of modern education.	For the student to conclude the importance of pros	The student should use the data shop device to display	The student prepares a picture on the board explaining the method of research	The student should draw a diagram showing the eras of literature	The student analyzes the types of literature	The student should enumerate the forms of modern literature	Adopting an important approach to understanding English literature	The student should know the concept of English literature	Essential	English Literature	/	2023-2024 Preliminary study


es from daily life.		exampl es from daily life.		literatu re and moder n literatu re	educati on and the enviro nment		e and theat er in liter atur e	literar y poems	hing the history of literatur e	ure and the shape of the theate r			re and its output s .					
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13- The most important sources of information about the program.

1. Official websites of committees and international announcements in English.

2- Methodological books in English literature .

3- Recommended books and references (scientific journals, reports,) File :I:/ "University of Arizona Poetry Centr".htm. File ://I:/ "Elizabeth Barrett Browning's Sonnet 43Analysis".h Mhtml: file://I:/"Shakespeare's Sonnets".mht. "Modern American Poetry" <http://www.English.uiuc.edu/m>



Required textbooks:

L.G. Alexander, Poetry and Prose Appreciation for Overseas Students. Longman Group Ltd., 1963

George Whitfield, An Introduction to Drama. Oxford University Press, 1963. Sequeira, Mom, ShakeAshjian and Mayyada AlGailani. Types of Literature .St. Paul Press Ltd., 1967.

Collection of Plays :The Oedipus Tyrannus of Sophocles, Everyman, Macbeth and Waiting for Goddot

Meyer, Michael. The Bedford Introduction to Literature. Bedford Books of St. Martin's Press, 1990.

- 14 Course Development Plan :

Interest in teaching students of English language / literature poetry and preparing summaries of everything related to poetry and its types and poetic poems in the course and analyzing them and identifying the general and detailed meaning and rhetorical means used in the poetic poem and its rhymes .



Tayseer Sabbar Kazem Al, Atwi

Academic Program Description

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Ministry of Higher Education and Scientific Research / Al-Muthanna University	29.Educational institution
College of Education for Human Sciences	30.Scientific Department / Center
English Language	31.Name of academic or vocational program
Bachelor of English Language	32.Final Certificate Name
annual	33.Academic System : Annual / Decisions / Other
Accreditation of the standards of the Union of Arab Universities	34.Accredited Accreditation Program
Ministry of Education / Ministry of Higher Education and Scientific Research	35.Other external influences
20/3/2024	36.History of the preparation of the description
37.Objectives of the Academic Program	
- Qualifying students to master the English language with all its language skills and cultural background.	
- Enable students to master critical and literary analysis, translation, and applied and theoretical language teaching.	
- Familiarity with a variety of teaching methods of modern teaching methods such as films, videos, language lab, audio and others, which	

qualify them to teach English effectively and effectively.

- Refine students' critical and creative thinking skills and develop their research abilities in the field of specialization.

- Conducting theoretical, empiric, applied and comparative research in the fields of English language and literature, linguistics and various teaching methods.

- Encourage a critical understanding of the thought and cultures of the English-speaking world, and open channels of cultural dialogue with English-speaking nations and peoples.

38. Required Program Outcomes and Teaching, Learning and Assessment Methods

B- Cognitive Objectives

A1- Know and understand the linguistic and grammatical rules and pronunciation of words in the English language.

A2- Knowing and understanding the common linguistic and literary expression methods in the English language and analyzing its texts.

A3- Knowledge of the most famous writers, thinkers and linguists, ancient and contemporary, in the heritage of the English language and understanding Their most important literary and intellectual output.

A4- Knowledge and understanding of the most important modern teaching methods and methods in addition to the most important means of evaluation and evaluation

Language tests used in the assessment and teaching of English.

B – Skill objectives of the program

B1- Students are trained on basic language skills such as writing sentences accurately.

B2- Training students to develop their speaking and listening skills to be able to deal with

Special communication situations

B3 - Provide reading skills and strategies for students to practice them as reading mechanics, and reading techniques

And vocabulary skills.

B4 - Developing students' abilities on writing skills such as inference from facts and facts presented in pieces

Selected reading, emphasizing the development of their abilities to distinguish between perspectives and established facts.

Teaching and learning methods

- Provide students with the basics and topics related to the knowledge and systems described in A.
- Clarification and explanation of study materials by the teaching staff using different classroom techniques to attract attention Students.
- Refine students' self-knowledge by emphasizing the performance of homework for academic vocabulary.
- Encourage students to learn and self-explore knowledge by visiting libraries and websites To obtain additional knowledge of the subjects.
- Improving students' critical and creative thinking skills by enrolling them in additional courses for the subjects Tuition.

Evaluation methods

- Daily tests with multiple-choice questions for subjects.
- Participation grades for students' challenging competition questions.
- Setting grades for the assigned homework.

C- Emotional and value goals.

- A1- The student should describe the importance of learning English.
A2- The student should participate in the activities of the department.
A3- The student should encourage his colleagues to commit to periodic discussions in the lecture.
C4- The student should appreciate the contributions of scientists and theorists in the development of language.

Teaching and learning methods

- Field visits to some model schools or showing films and tapes (videos) to convey a realistic image and learn about the culture of countries that speak English , which is more effective in your conversation with students? Or watching the tape (video).

- A data bank in which news, stories and some achievements found in the environment, newspapers, magazines and books are collected by involving students in that field as an activity for them, provided that the task of the university professor is supervisory and then that information is used to support emotional goals.
- Presenting lessons always in different ways and in a variety of ways, using suspense, including the story style, which is the most important way to support emotional goals , especially in literary materials.
- Encourage students to form discussion groups during lectures to discuss topics that require thinking, analysis, exchange and acceptance of the opinions of the other party.

Evaluation methods

- Identify interest, knowledge and skills.
- Observation
- Specific grades for homework by writing self-reports on the topic of the lecture.

d. General and qualifying skills transferred (other skills related to employability and personal development).

D1- The ability to work together, manage the team and communicate positively with others.

D2. The ability to express in a brief word and collect and present information in an appropriate manner.

D3- The ability to propose appropriate solutions to any problem that may face him in his field of work.

D4- The ability to use information technology and employ it in his field of specialization.

Teaching and learning methods

- Develop teaching curricula in coordination with the departments with which he will deal.
- Develop teaching curricula by the department similar to the work environment.
- Sending students for training in training institutions and institutes.
- Training students with experiences that simulate reality.
- Inviting some professional bodies and organizing meetings with students.
- Training students to solve problems, and create a fertile environment for creativity.
- Encourage critical thinking and judgment.
- Increase students' respect and understanding of others' abilities, interests and needs.

Evaluation methods

- Apply continuous evaluation procedures based on the results of the evaluation.
- Provide fair, correct, bona fide and impartial criteria against which to assess.
- Provide criteria for evaluating the selection process by linking the results of the selection process with merit-based performance evaluation.

Certificates and Credit Hours	39.Duration and structure of the program Course Duration: 4 Years				
Bachelor's degree Require (o) credit hours	Credit Hours		Course Name	Course or Course Code	Level/Year
	o n	nu n			
Number of credit hours for specialized courses: 15 hours (including practical hours)	1	2	English grammar	EG 106	Stage The first
	1	2	Phonetics		
	1	1	Created		
	1	1	assimilation		
Number of credit hours for educational subjects: 4 hours	2	-	Conversation		
	1	2	Introduction to English Literature		
Number of credit hours for other subjects : 5	-	2	Arabic Language		
	1	1	Calculators		
	-	1	Human Rights and		

Number of credit hours for courses Operation : 8	-	2	Democracy			
			Educational Psychology			
Total number :24 hours	.	2	Foundations of education			
Number of credit hours for specialized courses: 19 hours (including practical hours) Number of credit hours for educational subjects: 4 hours Number of credit hours for courses Other:2 Number of credit hours for courses Operation : 8	on	n	English Grammar (2)		Stage The second	
	1	2				
	1	2	Sound			
	1	1	Created			
	1	1	assimilation			
	.	2	Fiction			
	.	2	Hair(1)			
	1	2	The play			
	2	.	Conversation			
	1	1	Calculators			
.	2	Developmental Psychology				
Total number :25 hours	.	2	Secondary education and educational administration			
Number of credit hours for specialized courses: 23 hours Number of credit hours for educational subjects: 2 hours Number of credit hours for courses Operation : 10	1	2	English Grammar (3)		Stage Third	
	1	2	Language (1)			
	2	.	Conversation			
	1	1	Article			
	1	2	Novel (1)			
	1	2	Play (2)			
	.	2	Hair(2)			
	2	1	Curricula and teaching methods			
.	2	Counseling and mental health				
Total number :25 hours	1	1	Scientific Research Methodology			
Number of credit hours for specialized courses: 22 hours Number of credit hours for	.	3	English Grammar (4)		Stage Fourth	
	.	2	Language (2)			
	.	3	Narrator			
	.	3	The play			

practical subjects : 2 hours	.	2	Hair	
	.	2	Language tests	
	.	2	Translate	
	.	2	Graduation Research	
	2	1	Watch & Apply	
Total number :24 hours				
Grand Total : 100 Hours				

40.Planning for personal development

- Employing new teaching methods.
- Employing new means that serve the curriculum.
- Employing innovative reinforcement methods to enhance students.
- Participate in the evaluation and development of the curriculum and its analysis into its various elements.
- Familiarity with the skills and techniques of rapid access to knowledge and information such as computer, and the Internet and others.

41.Admission criterion (setting regulations related to admission to a college or institute)

To register a student for the first university degree (bachelor's degree in English):

- To meet the admission requirements determined by the Ministry of Higher Education and Scientific Research.
- To have a certificate of completion of preparatory school or its equivalent from other countries.
- To be willing to study in the department of his/her choice.
- To pass the aptitude test and personal tests - and tests of readiness to work in the teaching profession - pass the medical examination).
-

42.The most important sources of information about the program

- Teaching staff.
- Course.
- Availability of hardware, equipment, materials and software appropriate to the specialty.
- Relevance of learning resources to specialization.
- Good use of learning resources in the educational process.
- Availability of books and periodicals, their diversity, modernity and coverage of all areas of knowledge in the specialization.
- It provides an integrated library in terms of information containers, equipment and specialized technical cadres to serve the specialization.
- Subscribe to electronic databases in the field of specialization.
- The existence of an electronic system for managing educational content and the availability of electronic materials .
- It provides an electronic system to search for information in the library in addition to electronic libraries.

Curriculum Skills Outline

Please tick the boxes corresponding to the individual learning outcomes from the program under evaluation.

Learning outcomes required from the program

General and qualifying skills transferred (other skills related to employability and personal development)				Emotional and value goals				Program Skill Objectives				Cognitive goals				fundamental Or optional	Course Name	Course Code	Year/Level
	*		*	*			*			*	*	*			*	fundamental	English grammar	EG 106	The first
																			The second
																			Third

Course Description Form

Course Description

The course (English grammar) aims to introduce students to the basics of grammar from the common rules, exceptions and different linguistic styles and their impact on the use of the grammatical rule. The course also addresses the relationship between grammar and semantics in terms of the effect of the application of the rule in the linguistic meaning, in addition to the effect of meaning in the use of the grammatical rule. The course also provides a large space of different exercises for the purpose of familiarizing yourself with the linguistic base and applying it properly.

College of Education for Human Sciences / Al-Muthanna University	25. Educational institution
Department of English Language	26. Scientific Department / Center
/EG 106 Grammar – Phase I	27. Course Name/Code
Attending lectures	28. Available Attendance Forms
School Year 2023-2024	29. Semester / Year
(90) study hours	30. Number of Credit Hours (Total)
20-3-2024	31. The history of preparation of this description
32. Course Objectives : Enable students to use grammatical rules properly and in a way that leads to the use of the English sentence and thus the English text properly.	

**9. Course Outcomes and Methods of Teaching, Learning and
Assessment :**

A- Cognitive objectives

- A1- Identify the concept of grammar and its importance in the use of language.
- A2- Identify the English rule and use it properly.
- A3- Addressing linguistic methods of expression and their impact on the use of the grammatical rule.
- A4- Intensive training in the use of the rule and in all linguistic forms.

B - Skills objectives of the course.

- B1 – The student should recognize the concept of grammar and its importance in the language.
- B2 – To recognize the specificity of English grammar.
- B3 – To recognize the most important English grammar.
- B4- Using grammar properly in linguistic expression.

Teaching and learning methods :

- 1. Giving lectures.
- 2. Student groups.
- 3. Integration of theory and practice.
- 4. Assigning students to expand on topics and apply them to different sentences.

Evaluation Methods :

- 1. . Theory tests
- 2. Practical tests.
- 3. Daily duties.
- 4. Reporting.

C- Emotional and value goals:

- C1- The student's ability to think and discern.
- C2- Developing critical thinking.
- C3- Deciding on the proper use of the grammatical rule.
- C4- Developing the spirit of teamwork.

Teaching and learning methods :

- 1. Explanation and clarification.
- 2. Propose solutions to grammatical problems at the level of the sentence and the comparison between them.
- 3. Self-learning.
- 4. The use of modern electronic means.

Evaluation Methods :

1. Theoretical tests.
2. Practical tests.
3. Daily duties.

d. General and rehabilitative skills transferred (other skills related to employability and personal development).

- D1- Developing the student's ability to dialogue and discussion.
- D2- Developing the student's ability to choose and make decisions.
- D3- Developing the student's ability to benefit from academic sites.
- D4- Developing the student's ability to deal with various electronic means.

10.Course Structure :

Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
theoretical	Explanation and discussion	Grammar and its importance in the language	Definition of the topic	3	First
Theoretical and practical	Explanation and discussion	Present Continuous	Use of the present continuous rule	3	Second
Theoretical and practical	Explanation and discussion	Present Simple	Use of the simple present tense rule	3	Third
Theoretical and practical	Explanation and discussion	Present Continuous and Present Simple (Level One)	Comparison and choice between continuous and simple present tense (first level)	3	Fourth
Theoretical and practical	Explanation and discussion	Present Continuous and Present Simple (Level II)	Favorite and choose between continuous and simple present tense (second level)	3	V
Theoretical and practical	Explanation and discussion	Present Simple	Use of the simple present tense rule	3	Sixth
Theoretical and practical	Explanation and discussion	Present Perfect (First Level)	Use of the present perfect rule (first level)	3	Seventh
Theoretical and practical	Explanation and discussion	Present Perfect (Level II)	Use of the present perfect rule (second level)	3	Eighth
-----	-----	test	First test	3	Ninth
Theoretical and practical	Explanation and discussion	Continuous past	Use the rule of the past continuous	3	X
Theoretical and practical	Explanation and discussion	Present perfect continuous	Using the Present Perfect Continuous Rule	3	Eleventh
Theoretical	Explanation	For and Since	Use the for and	3	Twelfth

and practical	n and discussion		since rule		
-----	-----	test	Second test	3	Thirteenth
Theoretical and practical	Explanation and discussion	Review	Comprehensive review	3	Fourteenth
-----	-----	test	Mid-Year Exam	3	Fifteenth
		Second	Term		
Theoretical and practical	Explanation and discussion	Past Simple and Present Perfect (Level One)	The trade-off between the simple past and the present perfect (first level)	3	Sixteenth
Theoretical and practical	Explanation and discussion	Past Simple and Present Perfect (Level II)	The trade-off between the simple past and the present perfect (second level)	3	Seventeenth
Theoretical and practical	Explanation and discussion	Past Perfect	Use the perfect past	3	Eighteenth
Theoretical and practical	Explanation and discussion	Continuous perfect past	Using the past perfect continuous	3	Nineteenth
Theoretical and practical	Explanation and discussion	Have and Have got	Use of Have and Have got expressions	3	20th
Theoretical and practical	Explanation and discussion	Used to	Using the Expression Used to	3	Twenty-first
Theoretical and practical	Explanation and discussion	Present simple and present continuous to refer to the future	Use the present simple and present continuous to indicate the future	3	Twenty-second
Theoretical and practical	Explanation and discussion	The Simple Future (Level One)	Using the Simple Future Rule (Level One)	3	Twenty-third
-----	-----	test	The first test for	3	Twenty-

			the second semester		fourth
Theoretical and practical	Explanation and discussion	Simple Future (Level II)	Using the Future Rule (Level II)	3	Twenty-fifth
Theoretical and practical	Explanation and discussion	Continuous future and perfect future	Use the rule of continuous future and perfect future	3	Twenty-sixth
Theoretical and practical	Explanation and discussion	Verbs Guiding Assistance	Use of the Guiding Auxiliary Verbs Rule	3	Twenty-seventh
-----	-----	test	The second test for the second semester	3	Twenty-eighth
Theoretical and practical	Explanation and discussion	Review	Comprehensive review	3	Twenty-ninth
-----	-----	examination	Final Exam	3	Xxx

11. Infrastructure	
English Grammar in Use	1 Required textbooks
1. Rapid Review of English Grammar. (by Praninskas, Jean) 2. Comprehensive English Grammar (by Eckersley, C. A.)	2 Main references (sources)
All books and magazines dealing with any topic of English grammar	Recommended books and references (scientific journals, reports,....)
All websites that fall under the title (English Grammar)	B Electronic references, websites

12. Course Development Plan
Exposure to new sentences and texts for the purpose of covering the achievement of as much practice and training as possible.

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities. It must be linked to the program description.

AI , Muthanna University	1. Educational institution
English Language / College of Education for Human Sciences	2. University Department / Center
Computers / First Stage	3. Course Name/Code
theoretical	4. Available Attendance Forms
annual	5. Semester / Year
2 weekly	6. Number of Credit Hours (Total)
10/01/2024	7. The history of preparation of this description

8. Course Objectives

- 1- Building a solid scientific base for the student
- 2- Knowledge of the basics of computer applications and their uses
- 3- Improving the student's practical and theoretical performance
- 4- Improve knowledge of computer hardware and software
- 5- The ability to create practical skills and creativity

9. Course Outcomes, Teaching and Learning Methods, and Assessment Methods

A cognitive goals

A-1 The student's comprehension of the material

A-2 Ability to analyze and apply what you have learned in practice to the calculator

A-3 The evaluation is carried out through the presentation of the material among the students in the laboratory and then applied by them

B – The skills objectives of the course.

B1 - Direct questions and answers about the previous article

B2 - Analysis of the student's ability to absorb through the work home implemented at home and stored on disks to display them directly in front of the student to see the extent of what they learned from the previous lecture

B3 – Display educational films for the subject in order to consolidate the ability to learn .

Teaching and learning methods

Theory and explanation by presenting the material on the Point Power program in the form of charts and pictures in order to attract the student's attention and help him not to feel bored. And the practical way is to apply what has been presented on the calculator and conduct daily and monthly exams.

Evaluation methods

Written exams

The score of the first semester exam out of (15) degrees
 The score of the second semester exam out of (15) degrees
 Daily attendance and participation score (5)
 Final exam score out of 60 points

C. Emotional and value goals

C-1 Guiding the student on how to use the computer in accordance with his cultural level
 C-2 Guiding the student how to deal with social sites

Teaching and learning methods

Presentation of the material in the form of educational films
 The student is asked to conduct research and reports on the importance of using the computer in our lives and the use of means of communication between them and make simple films about that as well and discuss reports

Evaluation methods

Two marks are calculated and are included in the degree of attendance and participation

d. General and Transferable Skills (Other Skills Related to Employability and Personal Development)

D-1 Urging the student to write simple research papers towards previous lectures to create a state of balance between methodological information and source information
 D-2 Urging the student to make practical projects on the computer and holding seminars among students on the methodology of the subject
 D-3 Urge the student to evaluate the answer of his fellow students from other students to develop self-development .

10 Years. Course Structure

The week	Hours	Required Learning Outcomes	Name of Unit/Subject	Method of education	Evaluation method
1	2	Introducing the student to the stages of computer development	Computer Fundamentals	theoretical	Discussion, tests
2	2	Familiarize the student with the areas of computer use	Computer Fundamentals	theoretical	Discussion, tests
3	2	Introducing the student to the components of the computer	Computer Fundamentals	theoretical	Discussion, tests
4	2	Familiarize the student with the types and classifications of	Computer Components	theoretical	Discussion, tests

		computers			
5	2	Introducing the student to the input and output units of the computer	Computer Components	theoretical	Discussion, tests
6	2	Introducing the student to the computer software entity	Computer Components	theoretical	Discussion, tests
7	2	Introduction to Computer Programming Languages	Computer Components	theoretical	Discussion, tests
8	2	Introducing the student to the numerical systems used in the computer	Computer Components	theoretical	Discussion, tests
9	2	Familiarize the student with the computer platform	Computer Components	theoretical	Discussion, tests
10	2	Introducing the student to the ethics of the electronic world	Computer Security and Software Licenses	theoretical	Discussion, tests
11	2	Computer security and penetration	Computer Security and Software Licenses	theoretical	Discussion, tests
12	2	Viruses and their types	Computer Security and Software Licenses	theoretical	Discussion, tests
13	2	Protection from intrusion and damage to computer use	Computer Security and Software Licenses	theoretical	Discussion, tests
14	2	Chapter One Review	Computer Security and Software Licenses	theoretical	Discussion, tests
15	2	examination			
16	Spring break				
17	2	Operating Systems	Introduce the student to the objectives, functions, components and types of operating systems	theoretical	Discussion, tests
18	2	Operating Systems	Introducing the idea of Windows 2007 system basics	theoretical	Discussion, tests
19	2	Operating Systems	Provide an idea of the basics of Windows 2007	theoretical	Discussion, tests
20	2	Microsoft Office	Provide an idea of the basics of applying the Word	theoretical	Discussion, tests

			system		
21	2	Microsoft Office	Introducing the student to the home page tab in Word	theoretical	Discussion, tests
22	2	Microsoft Office	Explanation of the View tab in Word	theoretical	Discussion, tests
23	2	Microsoft Office	Introducing the student to the inclusion in Word	theoretical	Discussion, tests
24	2	Microsoft Office	Complete the rest of the tools for Word	theoretical	Discussion, tests
25	2	Microsoft Office	Provide an idea of the basics of PowerPoint	theoretical	Discussion, tests
26	2	Microsoft Office	Provide an idea of the basics of the Excel system	theoretical	Discussion, tests
27	2	Microsoft Office	Introducing the student to the Excel program tabs	theoretical	Discussion, tests
28	2	Microsoft Office	Excel tabs	theoretical	Discussion, tests
29	2	Microsoft Office	Chapter Review	theoretical	Discussion, tests
30	2	examination			

11. Infrastructure	
Textbooks	The methodological book of the Ministry of Higher Education and Scientific Research "Computer Fundamentals and Office Applications Part 1 and Part 2 by Dr. Ziad Muhammad Abboud 2014"
Main references (sources)	Yusr Al-Mustafa Series for Science"Basics of Computer and Internet Office Dr. Ziad Mohammed Abboud, Dr. Dar Al-Dr. for Publishing and Distribution, Baghdad, 2013
Recommended books and references (scientific journals, reports)	2. "Computer system architecture " by M.M Mano 1993.
Electronic References - Internet	Windows 7 operating system, Microsoft USA, company official website www.microsoft.com Book Classroom Digital 2010 W https://www.agitraining.com/books/microsoft-officebooks/word-2010-digital-classroom-book

12. Course Development Plan

The curriculum should include a lot of practical applications
The curriculum relies on modern global sources that correspond to advances in computer science

Eng. Haider Rahim Khader
College of Education for Human Sciences

Teaching Name: Eng. Yousef Taresh Hilal Al-Jiashi

Course Name: Reading Comprehension Skills

Stage: First

Course Description Form

Course Description

This course description provides a brief summary of the most important characteristics of the course, the course outcomes, and the learning outcomes expected of the student to achieve, proving whether he has benefited from the available learning opportunities. It must be linked to the program description .

Al-Muthanna University / College of Education for Human Sciences / Department of English Language	1. Educational institution
English language	2. Scientific Department
Reading Comprehension Skills	3. Course Name/Code
2 hours per week	4. Available attendance formats
First Semester + Second Semester / 2023-2024	5. Semester / Year
4 hours per week (60 hours)	6. Number of Credit Hours (Total)
20/3/2024	7. Date of preparation of this description
1. Introduce students to a new vocabulary in the English language	8. Course Objectives
2. Develop students' abilities to read and understand	
3. Developing students' skills in defining the English vocabulary	
4. Enable students to answer comprehension reading questions	
5. Develop students' skills in the field of synonyms	
6. Develop students' skills in the field of	

discussion after reading and understanding texts

10. Course Outcomes and Methods of Teaching, Learning and Assessment

A- Cognitive goals

1. Memorizing or remembering information and perceiving it
2. Understanding and comprehension i.e. 1.-Develop mental abilities and skills 2. Translation 3. Taweel 4. Inductive estimation
3. Application: The use of abstract ideas in new and concrete situations.
4. Analysis: Any analysis of the material into its constituent elements and tracking the relationships between the parts and the way they are organized.
5. Composition: Placing the elements and parts so that they form one whole.
6. Calendar

B- Course skills objectives.

1. Talk fluently.
2. Talk and listen carefully.
3. Read and write correctly
4. Distinguish between listening, reading and writing as part of a whole.

Teaching and learning methods

E-learning method using PowerPoint.

The way to listen to CDs contains programs for audio in the mp3 player.

Method of questioning and discussion

Brainstorming method

Evaluation methods

- Daily and monthly oral and written exams
- How to apply by the student himself
- Open Book Exam
- Research & Reports

C. Emotional and value goals

1. Reception: The student's desire to receive the lesson and pay attention to it.
2. Response: Go beyond mere attention to the phenomenon in an active and effective manner.
3. Valuation (evaluation) Evaluation of the learner and his valuation of any phenomenon and behavior and the lesson itself and its role in daily life.
4. Organization: The teacher's representation of the lesson in a follow-up manner, determining the mutual relationships between them and establishing dominant values.

Teaching and learning methods

- Electronic lecture using PowerPoint
- Practical application using a computer
- The method of explanation and discussion is individual and groups
- The student should join, for example, a seminar on how to recall vocabulary in the English language in a proper way.
- A group workshop between the teacher and students explaining the ideas contained in the reading texts.

Evaluation methods

Evaluation is carried out through oral and written examinations and evaluation of research carried out by groups.

1. General and qualifying skills transferred (other skills related to employability and personal development).
2. Cognition: understanding meaning and formulating a concept
3. Application: Use of information in a new situation
4. Break down information into parts to fully understand it
5. Composition: Putting ideas together to formulate something new.

11. Course Structure

Evaluation method	Method of education	Unit or subject name	Required Learning Outcomes	Hours	The week
The student was able to pronounce	Lecture & Discussion	A Puma at Large	Identify	8	1-4
Letter exits correctly	Reading, writing and graphics	Thirteen Equals One	Understanding	8	5-8
as well as his book	Lecture & Discussion	The Double Life of Alfred Bloggs	Interpretation	6	9-11
Words with their voice coding	Listen to songs and texts	An Unknown Goddess	classification	2	12
=	Lecture & Discussion	An Unknown Goddess	Loopback	2	13
=	Lecture & Discussion	The Facts	Summary	2	14
Test and ask him	Written exam	The Facts	Conclusion	2	15

Test & Discuss	Lecture & Discussion	Smash and Grab	Interpretation	2	16
Quiz & Questions	Lecture & Discussion	Crazy	classification	2	17
Student Submission Test	Lecture & Discussion	A Famous Monastery	classification	2	18
=	=	A Trip to Mars	Summary	2	19
=	=	The Loss of the "Titanic"	Loopback	2	20
=	=	Mary had a Little Lamb	Interpretation	2	21
=	=	By Heart	Conclusion	2	22
=	=	One Man's Meat is Another Man's Poison	classification	2	23
=	=	One Man's Meat is Another Man's Poison	Understanding	2	24
=	=	Wanted: A Large Biscuit Tin	Conclusion	2	25
=	=	Wanted: A Large Biscuit Tin	Summary	2	26
=	=	Nothing to Sell and Nothing to Buy	Interpretation	2	27
=	=	Not Guilty	classification	2	28
=	=	Not Guilty	Conclusion	2	29
		It's Only Me	Conclusion	2	30

			n		

12. Infrastructure	
Better English pronunciation. J.D.O'CONNOR.1980 (2nd ed.). Cam. CUP.	1- Required textbooks
English pronunciation in use (2003). Jonathan Marks. Cambridge.	2- Main references (sources)
PETER ROACH(1989)ENGLISH PHONETICS & PHONOLOGY	
<u>CDS.Teaching pronunciation, Internet reports, audio-visual means of songs, games and drawings illustrating the material.</u>	A- Recommended books and references (scientific journals, reports, ...)
Google Search English teacher.com	B- Electronic references, websites ...

13. Course Development Plan
The learner of English as a foreign language should be able to explain each topic before it is explained by the teacher using the Internet through educational videos and songs that focus on sounds before reading the methodological book as a theoretical material, thus developing the curriculum practically and theoretically.

Yousef T. Hilal Alamaya

Yousef Taresh Hilal Al , Jiyashi

Academic Program Description:

This academic program description provides a brief summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program.

Ministry of Higher Education and Scientific Research Al , Muthanna University	Educational institution	1
College of Education for Human Sciences Department of English Language	Scientific Department / Center	2
Foundations of Education	Name of academic or vocational program	3

Bachelor	Final Certificate Name	4
Annual study system	Academic System: Annual / Decisions / Other	5
Adopting international comprehensive education quality standards and the standards of the Association of Arab Universities in the field of education quality.	Accredited Accreditation Program	6
Ministry of Higher Education and Scientific Research, Ministry of Education.	Other external influences	7
20 /3/2024	History of the preparation of the description	8
Objectives of the Academic Program		9
Familiarize the student with the importance of the stages that education has gone through.		B-
Familiarize the student with the importance of the foundations of education.		In-
Enable the student to achieve the general educational goals.		C-
Familiarize the student in detail with the eras during which education passed.		D-
Enable the student to know Spartan education.		E -
Enable the student to know the pedagogy in Athens.		And-
Familiarize the student with knowledge of the objectives of education, old and new.		G-
Enable the student how to research the history of education .		Going to-

11- Required program outcomes and methods of teaching, learning and evaluation.

C- Cognitive Objectives:

- A1- The student should know the concept of education.
- A2- The student should explain the importance of education.
- A3- The student should set a set of educational goals.
- A4- The student should analyze the types of education.
- A5- The student should conclude the importance of education recently.
- A6- The student should express his opinion on the importance of education.

B- Skills objectives of the program:

- B1 – The student draws a diagram showing the most important types of education.
- B 2 – The student should prepare a photographer on the blackboard, explaining the eras that education has gone through.
- B3 – The student should use the data shop device to display forms of education.

Teaching and learning methods.

- Delivery, lecture, discussion and interrogation style.

Evaluation methods.

- Achievement tests are as follows: - 40 % quarterly tests.
60 % quarterly exams.

C- Emotional and value goals:

- C1- The student should conclude the importance of the essay questions.
- C2- The student should analyze the types of objective questions.
- C3- The student should be aware of the relationship between education and the environment.
- C4- The student should express his opinion on the role of education in human life.

Teaching and learning methods.

- Discussion and questioning.
- Interrogate students using traditional questions.

Evaluation methods.

- Achievement tests at the emotional level of the Krathol classification.

d. General and qualifying skills transferred (other skills related to employability and personal development).

D1- The skill of classroom management and control.

D2- The skill of asking questions.

D3- Evaluation skill.

D4- The skill of linking the material to reality using reinforcement examples from daily life.

Teaching and learning methods.

- Different teaching styles (cooperative learning style, sports style, role playing style)

Evaluation methods.

- Achievement tests of various types and levels.

14- Program structure.

Credit Hours		Course Name	Course or Course Code	Grades
practical	theoretical			
	6	Foundations of Education	/	The first

15- Planning for personal development.

Developing the vocabulary of the curriculum by (20%) of modern topics in line with the developments of the times for the purpose of preparing the student professionally, educationally and psychologically correctly.

16- Admission criterion (setting regulations related to admission to a college or institute)

The student's rate in the preparatory school stage in addition to the student's desire, as well as the geographical area of the student's residence in line with the admission policy in Iraqi universities, colleges and institutes affiliated to the Ministry of Higher Education and Scientific Research.

17- The most important sources of information about the program.

References and sources from books, research, studies, periodicals and various means of communication from the Internet and others in the subject of the foundations of education, measurement and evaluation in education and educational psychology.

Curriculum Skills Outline

Please tick the boxes corresponding to the individual learning outcomes from the program under evaluation.

Learning outcomes required from the program

Transferred general and qualifying skills (other skills related to employability and personal development)				Emotional and value goals				Program Skills Objectives			Cognitive goals				fundamental Or optional	Course Name	Course Code	Year/Level
D4	D3	D2	D1	C4	C3	C2	C1	B3	B2	B1	A4	A3	A2	A1				
The skill of linking the material to reality using reinforcement exempl	Evaluation skill	The skill of linking the material to reality using reinforcement	The skill of classroom management and control	The student should realize the relationship between ancient	The student should be aware of the relationship between	The student should analyze the types of modern education.	The student should conclude the importance of	The student should use the data shop device to display the	The student should be prepared as a photographer on the blackb	The student should draw a diagram showing the eras of educat	The student should analyze the types of educ	The student should enumerate the forms of education	The student should explain the importance of education	The student should know the concept of education	Essential	Foundations of Education	/	2023-2024 Preliminary study

es from daily life.		examples from daily life.		and modern education	education and the environment		education	types of primitive education	board, explaining the method of research in the history of education	ion	ation								
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Course Description Form

Eng. Emad Sadiq Jaafar Al-Obaidi

Course Description:

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available learning opportunities, and must be linked to the program description.

Ministry of Higher Education and Scientific Research Al , Muthanna University	Educational institution	33.
College of Education for Human Sciences Department of English Language	Scientific Department / Center	34.
Foundations of Education	Course Name/Code	35.
Students	Available Attendance Forms	36.
Academic Year (2023-2024)	Semester / Year	37.
60 credit hours	Number of Credit Hours (Total)	38.
20 /3/2024	The history of preparation of this description	39.
Course Objectives		40.
Familiarize the student with the importance of ancient education.		A-
Familiarize the student with the importance of modern		In-

education.	
Enable the student to achieve the general educational goals.	C-
Inform the student in detail about the forms of education.	D-
Enable the student to achieve research on the history of education.	E -
Familiarity with the student's pedagogy characteristics.	G-
Empowering the student how to use modern education in his daily life.	Go ing to-

9- Course outcomes and methods of teaching, learning and assessment.

A- Cognitive Objectives:

- A1- The student should know the concept of education.
- A2- The student should explain the importance of education.
- A3- The student should enumerate the forms of education.
- A4- The student should analyze the types of education.
- A5- The student should conclude the importance of modern education.
- A6- The student should express his opinion on the importance of ancient and modern education.

B - Skills objectives of the course.

- B1 – The student should draw a diagram showing the most important types of education.
- B2 – The student should prepare a photograph on the board explaining the basic components of education.
- B3 – The student should use the data shop device to display the research method on the date of education.

Teaching and learning methods.

- Lecture, delivery, discussion and interrogation.

Evaluation methods.

- Achievement tests.

C- Emotional and value goals.

C1- The student should conclude the importance of education.

C2- The student should analyze the benefit of studying education.

C3- The student should realize the relationship between education and the environment

C4- The student should express his opinion about the history of education and the eras it went through.

Teaching and learning methods .

Discussion, lecture and interrogation.

Evaluation methods.

Various achievement tests.

d. General and rehabilitative skills transferred (other skills related to employability and personal development).

D1- The skill of classroom management and control.

D2- The skill of asking questions.

D3- Evaluation skill.

D4- The skill of linking the material to reality using reinforcement examples from daily life.

10- Course Structure:

Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
				60	30
Achievement / written and oral tests	Lecture, discussion and questioning	Basic concepts in education	Bachelor of Education (English Language Sciences)	2	First
=	=	Definition of education, types	=	2	Second

		of education			
=	=	Introduction to the development of education	=	2	Third
=	=	The eras of education	=	2	Fourth
=	=	Education and its relationship to the environment	=	2	V
=	=	Types of modern breeding	=	2	Sixth
Written exam		Semester exam	=	2	Seventh
Written and oral tests	=	Spartan Education	=	2	Eighth
=	=	Raising girls among the Spartans	=	2	Ninth
=	=	Athenian Education	=	2	X
=	=	Education in Mesopotamia	=	2	Eleventh week
=	=	Mesopotamian Education System	=	2	Twelfth week
=	=	Ancient Chinese Education	=	2	Thirteenth week
=	=	The Education System in Ancient China	=	2	Fourteenth week
=	=	Raising girls in China	=	2	Fifteenth week
=	=	The education system of the Spartans	=	2	Sixteenth week
=	=	Research methods on the history of breeding	=	2	Seventeenth week
=	=	Modern education	=	2	Eighteenth

					week
=	=	Education in ancient times	=	2	Nineteenth week
=	=	Medieval Education	=	2	Week 20
=	=	Christian Education	=	2	Twenty one
=	=	Islamic Education	=	2	Twenty-second
=	=	Institutes of Education in Islam	=	2	Twenty-third
=	=	Principles of Islamic Education	=	2	Twenty-fourth
=	=	The historical basis of education	=	2	Twenty-fifth
=	=	The social basis of education	=	2	Twenty-sixth
=	=	The relationship between education and the environment	=	2	Twenty-seventh
=	=	The development of education	=	2	Twenty-eighth
=	=	Benefiting from education	=	2	Twenty-ninth
=	=	The role of the environment in education	=	2	Xxx

11- Infrastructure	
The foundations of education.	1 Required textbooks
Foundations of modern and contemporary education, Family in Islam, Principles of education	2 Main references (sources)
Scientific journals, periodicals, research and studies in the field of specialization.	A- Recommended books and references (scientific journals, reports,..)
Various communication sites (Google and YouTube) ... etc	B- Electronic references, websites....

12- Course development plan.
Developing the course according to the nature of the curriculum and the year of authorship, and the development is through the deletion, addition or replacement of parts or chapters of the scheduled curriculum if there are actual reasons for development determined in advance.

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities. It must be linked to the program description.

Al , Muthanna University	1. Educational institution
English Language / College of Education for Human Sciences	2. University Department / Center
Arabic Language / First Stage	3. Course Name/Code
theoretical	4. Available Attendance Forms
annual	5. Semester / Year
2 weekly	6. Number of Credit Hours (Total)
10/01/2024	7. The history of preparation of this description

8. Course Objectives

- 1- Building a solid scientific base for the student
- 2- Knowledge of the basics of general Arabic
- 3- Improving the student's practical and theoretical performance
- 4- Improving students' knowledge of Arabic language skills
- 5- The ability to write properly and pronounce correctly

9. Course Outcomes, Teaching and Learning Methods, and Assessment Methods

A cognitive goals

A-1 The student's comprehension of the material

A-2 Ability to pronounce correctly and write correctly

A-3 The evaluation should be carried out by presenting the material to the students

B – The skills objectives of the course.

B1 - Direct questions and answers about the previous article

B2 – Analyze the student's ability to comprehend by asking questions related to how students are able to learn the skill of

writing and pronunciation

B3 – Presenting applied models and examples to students to apply what they have studied

Teaching and learning methods

Theory and explanation by presenting the material on the board in order to attract the student's attention and help him not to feel bored. And the practical way is to apply what has been explained and conduct daily and monthly exams.

Evaluation methods

Written exams

The score of the first semester exam out of (18) degrees

The score of the second semester exam out of (18) degrees

Degree of daily attendance and participation (2) degrees

Final exam score out of 60 points

C. Emotional and value goals

C-1 Guiding the student on how to learn general Arabic in accordance with his cultural level

C-2 Guiding the student how to deal with social sites

Teaching and learning methods

Presentation of the material in the form of educational films

The student is asked to conduct research and reports on the importance of using the computer in our lives and the use of means of communication between them and make simple films about that as well and discuss reports

Evaluation methods

Two marks are calculated and are included in the degree of attendance and participation

d. General and Transferable Skills (Other Skills Related to Employability and Personal Development)

D-1 Encourage the student to write simple research papers towards previous lectures to create a state of balance between methodological information and source information

D-2 Urging the student to develop the writing skill and holding seminars among students on the methodology of the subject

D-3 Urging the student to evaluate the answer of his fellow students from other students to develop self-development .

10 Years. Course Structure

The week	Hours	Required Learning Outcomes	Name of Unit/Subject	Method of education	Evaluation method
1	2	Recognize the employment of signs in sentences	Punctuation	theoretical	Discussion, tests
2	2	Recognize the employment of signs in sentences	Punctuation	theoretical	Discussion, tests

3	2	Distinguish between them	The difference between Dhad and Z	theoretical	Discussion, tests
4	2	Distinguish between them	The difference between Dhad and Z	theoretical	Discussion, tests
5	2	Mastering their writing	Number and countable	theoretical	Discussion, tests
6	2	Mastering their writing	Number and countable	theoretical	Discussion, tests
7	2	Correct reading with memorization	A poem that believed in Hussein for the jeweler	theoretical	Discussion, tests
8	2	Correct reading with memorization	A poem that believed in Hussein	theoretical	Discussion, tests
9	2	Recognize this type of hamza and know its positions	Link	theoretical	Discussion, tests
10	2	Recognize their writing and know their positions	Cutting Hamza	theoretical	Discussion, tests
11	2	Knowledge and mastery of writing it	Medium Hamza	theoretical	Discussion, tests
12	2	Sweating to distinguish them from others	T tied	theoretical	Discussion, tests
13	2	See differences to distinguish between terms	Language nuances	theoretical	Discussion, tests
14	2	See differences to distinguish between terms	Language nuances	theoretical	Discussion, tests
15	2	examination			
16	Spring break				
17	2	Mastering its writing	Late Hamza	theoretical	Discussion, tests
18	2	Recognize the differentiation of the milk of terms	Language nuances	theoretical	Discussion, tests
19	2	Proper pronunciation and reading	The meme poem of Al-Farazdaq	theoretical	Discussion, tests
20	2	Proper pronunciation and reading	The meme poem of Al-Farazdaq	theoretical	Discussion, tests
21	2	examination			
22	2	Reading and proper pronunciation	Al-Mutanabbi's poem against Saif Al-Dawla	theoretical	Discussion, tests
23	2	Reading and proper pronunciation	Al-Mutanabbi's poem against Saif Al-Dawla	theoretical	Discussion, tests
24	2	Recognize its writing	The thousand difference	theoretical	Discussion, tests

25	2	Recognize its writing	The thousand difference	theoretical	Discussion, tests
26	2	Recognize these letters	Trailing letters	theoretical	Discussion, tests
27	2	Recognize these letters	Trailing letters	theoretical	Discussion, tests
28	2		Exercises	theoretical	Discussion, tests
29	2		Chapter Review	theoretical	Discussion, tests
30	2	examination			

11. Infrastructure	
Textbooks	Vocabulary selected from books
Main references (sources)	
Recommended books and references (scientific journals, reports)	
Electronic References - Internet	

12. Course Development Plan	
The curriculum should include a lot of practical applications	
The curriculum relies on modern global sources that correspond to advances in computer science	

Dr. Ali Hussein Anchinch
College of Education for Human Sciences

Course Description Form

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities. It must be linked to the program description.;

Ministry of Higher Education and Scientific Research / Diyala University	41. Educational institution
College of Education for Human Sciences – Department of English Language	42. Scientific Department / Center
Listening and speaking	43. Course Name/Code
Second stage	44. Available Attendance Forms
annual	45. Semester / Year

60	46. Number of Credit Hours (Total)
20 / 3 /0242	47. The history of preparation of this description
48. Course Objectives	
1 / Enable students to communicate in different social situations	
2 / Enable students to master speech strategies such as speech opening, continuity and speech conclusion	
3 / Enable students to master the vocabulary and idiomatic reports used in the various dialogues	
4 / Enable knowledge of sociolinguistic norms that affect the use of speech strategies	

11. Course Outcomes and Methods of Teaching, Learning and Assessment
12.
<p>A- Cognitive objectives</p> <p>A1- Knowledge and understanding of prevailing English cultural concepts.</p> <p>A2- Know and understand the methods of communication in different facilities.</p> <p>A3- Know and understand the English expressions used in daily life.</p> <p>A4- Identify and review different laws related to listening, speaking, grammar and voice.</p> <p>A5- Identify social topics and how to discuss them socially.</p>
<p>B - Skills objectives of the course.</p> <p>B1 - Training students to listen to real conversations of native English speakers .</p> <p>B2 - Training students to speak and communicate through speech and electronic communication.</p> <p>B3 - Adopting the method of giving lectures and involving students in</p>

discussing linguistic topics.

B4- Asking intellectual questions for the purpose of measuring the extent of students' comprehension and understanding of the material.

Teaching and learning methods

- 1 / Presentation of samples of the real dialogues to students
- 2 / Involve students in classroom and extracurricular activities that include the real communicative use of language

Evaluation methods

- 1 / Observing the performance of students in daily activities
- 2/ Use of daily oral short tests
- 3 / Conduct monthly oral and written exams

C. Emotional and value goals

C1- Encouraging students to learn English

C2- Developing positive attitudes and tendencies among students

C3- Raising the level of students' awareness of local and foreign cultures and the differences between them

A4-

Teaching and learning methods

- 1/ View lessons and dialogues using Data Show
- 2/ Use Power Point
- 3/ Use video presentations

Evaluation methods

- 1/ Observation
- 2 / Evaluation of students' performance in homework
Daily and monthly tests

d. General and rehabilitative skills transferred (other skills related to employability and personal development).

D1- Ability to use critical thinking

D2- Ability to explore and find solutions

D3. Ability to work in groups

D4-

13. Course Structure

Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
Oral tests	Discussion Dialogue	How do you know Mark	Unit One	2	1-2
Oral tests	Discussion Dialogue	I am phoning about the house	Unit Two	2	3-4
Oral tests	Discussion Dialogue	How do those buy a ticket	Unit Three	2	5-6
Oral tests	Discussion Dialogue	Review 1-3	Review	2	7-8
Oral tests	Discussion Dialogue	Shall we go out for dinner	Unit Four	2	9-10
Oral tests	Discussion Dialogue	Have't you heard yet	Unit Five		11-12
Midyear vacation					
Oral tests	Discussion Dialogue	You should go to the police	Unit Six	2	13-14
Oral tests	Discussion Dialogue	Review 4-6	Review	2	15-16
Oral tests	Discussion	What this thing	Unit Seven	2	17-18

	Dialog ue				
Oral tests	Discus sion Dialog ue	We'd like to book a hotel	Unit Eight	2	18-19
Oral tests	Discus sion Dialog ue	If you like shopping	Unit Nine	2	20-21
Oral tests	Discus sion Dialog ue	Review 7-9	Review	2	22-23
Oral tests	Discus sion Dialog ue	Who's that guy	Unit Ten	2	24-25
Oral tests	Discus sion Dialog ue	Have you ever tried it	Unit Eleven	2	26-27
Oral tests	Discus sion Dialog ue	You did really well	Unit XII	2	28-29
Oral tests	Discus sion Dialog ue	Review 7-9	Review	2	30-31

Infrastructure	
Person to person by Richard's by Cina and Wisniewnce	1 Required textbooks
Head way Cambridge course in English	2 Main references (sources)

Fourth ELT Teacher Journal	Recommended books and references (scientific journals, reports,....)
B.B.C English	B Electronic references, websites

12. Course Development Plan

- 1 / Provide opportunities for students to live with native speakers of the language**
- 2 / Organizing a video conference with the corresponding departments in other Arab and foreign universities**

Course development plan .:

- 1- Providing Internet service to the professor and the student**
- 2. Providing a laptop for a professor to be able to use in his lectures.**
- 3. Equipping the graduate studies hall with all technical requirements that facilitate the professor and student the profession of investigation, research and lectures .**
- 4. Recommendation**

12. Course Development Plan

- 1 / Provide opportunities for students to live with native speakers of the language**
- 2 / Organizing a video conference with the corresponding departments in other Arab and foreign universities**

Course development plan .:

- 1- Providing Internet service to the professor and the student**
- 2. Providing a laptop for a professor to be able to use in his lectures.**
- 3. Equipping the graduate studies hall with all technical requirements that facilitate the professor and student the profession of investigation, research and lectures .**
- 4- Recommending the adoption of vocabulary instead of identifying a systematic book in university studies so that we can follow up the latest books and articles regarding the required vocabulary instead of specifying the explanation of the methodological book, whose information may be very simple and to keep pace with modern developments.**

- 5. Increase the number of lecture hours to 3 hours instead of two hours or reduce the curriculum material**
- 6. Providing students with emails that contribute to stimulating Google class technology**

A handwritten signature in cursive script, appearing to read 'Tayseer Sabbar Kazem Al, Atwi', written in dark ink on a light-colored background.

Tayseer Sabbar Kazem Al , Atwi

Academic Program Description

This academic program description provides a brief summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program

College of Education for Human Sciences	43.Educational institution
Department of English Language	44.Scientific Department / Center
Student Expected Learning Outcomes Program	45.Name of academic or vocational program
Bachelor of English Language	46.Final Certificate Name
annual	47.Academic System : Annual / Decisions / Other
Quality Assurance and University Performance Standards Program	48.Accredited Accreditation Program
Preparing vocational teachers to teach English in middle and middle schools	49.Other external influences
20/3/2024	50.History of the preparation of the description
51.Objectives of the Academic Program	

- 1 - Introducing the student and informing him of a set of crimes committed by the defunct and dissolved Baath Party against the Iraqi people and from various components and sects.
- 2 – Increase students' awareness to reject all forms of injustice and authoritarianism of these dictatorial regimes and demand all civil and political rights.
- 3 – The ability to analyze and criticize the political reality

52. Required Program Outcomes and Teaching, Learning and Assessment Methods:
Giving lectures and using the method of discussion and dialogue.

A-A cognitive objectives.

- A1- Introducing the student to the crimes committed by the former Baath regime against the Iraqi people.
- A2- Making the student aware of any media blinding that tries to mislead them.
- A3- Introducing the student to the psychological and social crimes committed by the former Baath regime and their effects on the Iraqi individual.
- A4- Introducing the student to the environmental crimes suffered by the Iraqi people during the period of the rule of the former Baath regime.

B - Skills objectives of the program:

- B 1 – Developing the student's ability to understand the historical events experienced by Iraq.
- B 2 – Developing the student's question and dialogue skills.
- B3 - Developing the student's ability to participate effectively in the classroom.
- B4- Developing the student's ability to analyze and conclude

Teaching and learning methods

- 1- Traditional methods by simplifying the scientific material / lecture method.
- 2- Engage students in thinking by asking questions.

Evaluation methods

- 1- Written tests.
- 2- Oral tests .

<p>C- Emotional and value goals: C1- The student should discuss seriously in the lecture. C2- The student should be enthusiastic about performing the duty. C3- Interaction as groups with the professor.</p>
Teaching and learning methods
Group learning and the use of communicative method, discussion, question and answer and other audiovisual means.
Evaluation methods
1- Daily Testing 2- Monthly Test 3- Final Exams

d. General and qualifying skills transferred (other skills related to employability and personal development). D1- Access to reliable external sources D2- Preparing researchers capable of scientific research D3- Continuous reading				
Teaching and learning methods				
Using the communicative method, discussion, question and answer - group learning				
Evaluation methods				
Daily, monthly and final exams				
53.Program Architecture				
Credit Hours		Course Name	Course or Course Code	Grades
practical	theoretical			

One hour per week	Crimes of the Baath regime		The second
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54.Planning for personal development

- Exchange of experiences with professors who teach the same courses in other colleges and other universities.
- Periodic evaluation of the course description through various feedback by teachers and students.

55.Admission criterion (setting regulations related to admission to a college or institute)

- 1- The student must have completed his secondary education in the literary or scientific specialization.
- 2- To have a real desire to join the department.
- 3- Pass the personal interview
- 4- He does not have a disability that affects his work as a teacher

56.The most important sources of information about the program

- 1- The location of the College of Education for Human Sciences / Al-Muthanna University.
- 2- Department of English Website

Curriculum Skills Outline

Please tick the boxes corresponding to the individual learning outcomes from the program under evaluation.

Learning outcomes required from the program																fundamental Or optional	Course Name	Course Code	Year/Lev el
General and qualifying skills transferred (Other skills related to employability and personal development)				Emotional and value goals				Program Skills Objectives				Cognitive Objectives							
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	fundamental	Crimes of the Baath regime		The second

Course Description Form

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities. It must be linked to the program description.

Al-Muthanna University / College of Education for Humanities	49. Educational institution
Department of English Language	50. Scientific Department / Center
Crimes of the Baath regime	51. Course Name/Code
One hour weekly	52. Available Attendance Forms
annual	53. Semester / Year
1×30=30	54. Number of Credit Hours (Total)
20/3/ 2024	55. The history of preparation of this description
56. Course Objectives	
1 - Introducing the student and informing him of a set of crimes committed by the defunct and dissolved Baath Party against the Iraqi people and from various components and sects.	
2 – Increase students' awareness to reject all forms of injustice and authoritarianism of these dictatorial regimes and demand all civil and political rights.	

4- Enlightening the student about some of the violations of the former Baathist regime that ruled Iraq for nearly four decades

57. Course Outcomes and Methods of Teaching, Learning and Assessment

A- Knowledge Objectives

A1- Introducing the student to the crimes committed by the former Baath regime against the Iraqi people.

A2- Making the student aware of any media blinding that tries to mislead them.

A3- Introducing the student to the psychological and social crimes committed by the former Baath regime and their effects on the Iraqi individual.

A4- Introducing the student to the environmental crimes suffered by the Iraqi people during the period of the rule of the former Baath regime

B - Course skills objectives

B 1 – Developing the student's ability to understand the historical events experienced by Iraq.

B 2 – Developing the student's question and dialogue skills.

B3 - Developing the student's ability to participate effectively in the classroom

Teaching and learning methods

1- Lecture method

2- Discussion method

3- The method of interrogation and the preparation of individual and group homework.

Evaluation methods

1- Daily test (oral)

2- Monthly test (written)

3- Set up homework

C- Emotional and value goals

C1- The student should discuss seriously in the lecture.

C2- The student should be enthusiastic about performing the duty.

C3- Interaction as groups with the professor.

C4- Achieving the highest level of analysis efficiency.

d. General and rehabilitative skills transferred (other skills related to employability and personal development).

D1- Oral communication skill

D2- Discussion skill

D3- Analysis skill

D4- Deduction skill

58. Course Structure

Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
Question & Answer	Lecture	Baath crimes according to the law of the Iraqi Criminal Tribunal	The student got acquainted with the crimes of the Baath according to the law of the Iraqi Criminal Court	One hour	1
Question & Answer	Lecture	The concept of crimes and their divisions	Distinguishing between the concept of crimes and its divisions	One hour	2
Question & Answer	Lecture	Definition of crime linguistically and idiomatically	Clarify the term and language to the student	One hour	3
Question & Answer	Lecture	Crime Sections	Identify the crime sections	One hour	4
Question & Answer	Lecture	Types of international crimes	Identify the types of international crimes	One hour	5
Question & Answer	Lecture	Decisions of the Supreme Criminal Court	Identify the decisions issued by the Criminal Court	One hour	6
Question & Answer	Lecture	Psychological and social crimes and the most prominent violations of the Baath Party	To identify psychosocial crimes	One hour	7
Question & Answer	Lecture	Mental Crimes	To identify mental crimes	One hour	8
Question	Lecture	Mechanisms of	To learn about	One	9

& Answer		psychological crimes	the mechanisms of psychological crimes	hour	
Oral exam	Lecture and blackboard use	Effects of mental crimes	To identify the effects of mental crimes	One hour	10
Question & Answer	Lecture	Social crimes	To identify social crimes	One hour	11
Question & Answer	Lecture	Militarization of society	To clarify the concept of militarization of society	One hour	12
Question & Answer	Lecture	The Baath's position on religion	To learn about the Baath position on religion	One hour	13
Question & Answer	Lecture	Violation of Iraqi laws	To identify violations of Iraqi laws	One hour	14
Written exam	Lecture	Photos of human rights violations	To identify images of human rights violations	One hour	15
Question & Answer	Lecture	Some decisions of political violations	To learn about some decisions of political violations	One hour	16
Question & Answer	Lecture	Places of Prisons and Detention	To identify places of imprisonment and detention	One hour	17
Question & Answer	Lecture	Environmental crimes of the Baath regime	To identify environmental crimes of the Baath regime	One hour	18
Question & Answer	Lecture	War pollution	To identify war pollution	one hour	19
Question & Answer	Lecture	Destruction of towns and villages	To identify the destruction of cities and	One hour	20

			villages during the Baathist regime		
Question & Answer	Lecture	Drainage of marshes	To learn about the drying of marshes	one hour	21
Question & Answer	Lecture	Bulldozing orchards	To learn about the dredging of orchards	one hour	22
Question & Answer	Lecture	Mass graves	To identify mass graves	one hour	23
Question & Answer	Lecture	Genocide Cemetery Events	To learn about the events of the genocide cemeteries	one hour	24
Oral exam	Lecture	Symbolic classification of genocide cemeteries	To learn about the symbolic classification of genocide cemeteries	one hour	25
View only	Lecture	Presentation of documents for genocide crimes	To learn about the presentation of documents for genocide crimes	one hour	26
View only	Videographer Presentation	Presentation of Criminal Court Decisions	To get a view of the decisions of the Criminal Court	one hour	27
View only	Videographer Presentation	Accusations against Saddam and his aides	To identify the accusations made against Saddam and his aides	one hour	28
View only	Videographer Presentation	View illustrated documents of crimes	View and view illustrated documents of crimes	one hour	29
View only	Videographer Presentation	View illustrated documents of crimes	View and view illustrated documents of	one hour	30

	ion		crimes		
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59. Infrastructure	
Crimes of the Baath regime in Iraq	5- Required textbooks
Archive of the Political Prisoners Foundation	6- Main references (sources)
The Book of Sectarianism in the Eyes of Islam	E) Recommended books and references (scientific journals, reports,)
https://www.aletihad.ae/wejhatarticle/3280/%D8%AC%D8%B1%D8%A7%D8%A6%D9	F) Electronic references, websites,

60. Course Development Plan
<ul style="list-style-type: none"> 1- Periodic modification of course vocabulary 2- Periodic evaluation of course description through various feedback 3- Exchanging experiences with professors teaching the same course in other colleges and universities

Academic Program Description

This academic program description provides a brief summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program

Al-Muthanna University	57.Educational institution
College of Education for Humanities	58.Scientific Department / Center
Drama (2nd, 3rd Year)	59.Name of academic or vocational program
Bachelor	60.Final Certificate Name
Weekly	61.Academic System : Annual / Decisions / Other
Annually	62.Accredited Accreditation Program
90 Hours	63.Other external influences
15/01/2024	64.History of the preparation of the description
65.Objectives of the Academic Program	

- The course aims to develop the student's skills in reading, listening, comprehension and writing, in addition to enriching the student with English vocabulary that helps him communicate in communication and share experiences and knowledge with others.
- The course also helps the student to learn about Western cultures and literary works that convey the experiences and experiences of the peoples of the world through the ages and that document the political, social and literary history of these peoples.
- One of the objectives of the course is also to introduce the student to the structure of theatrical work and the multiple literary movements that emerged successively through the ages and were the basic building block in the development of theatrical work.

66. Required Program Outcomes and Teaching, Learning and Assessment Methods

A- Knowledge Objectives

A1- Identify the terminology of the theatrical work.

A2- Identify the history of the eras in which the theatrical works to be studied were written.

A3- Helping the student to classify the course according to multiple literary movements.

A4- Helping the student to raise the level of constructive critical thinking and deduce the main goal of the course and link it to the reality of his society.

A5- Developing the student's ability to comment in dialogue or writing about the most important topics that have been raised and addressed in the course.

B - Course skills objectives

B1- Reading, writing, comprehension and communication.

B2- Acquire the ability to interact in society.

B3- Raising the student's ability to express his ideas through dialogue or writing.

B4- Raising the level of awareness of the student and his coexistence with society.

Teaching and learning methods

1- Discussion and dialogue in raising the topic as a communicative method.

2- Using modern illustrative means such as YouTube to display plays, PowerPoint , Google Meet, audio recording of the lecture and .pdf files

3- Preparing weekly or quarterly reports that clarify the most important matters related to

the course.

Evaluation methods

- 1- Daily tests Quizes.
- 2- Quarterly exams.
- 3- Discussion panels during the lecture.
- 4- Writing research and reports that deal with the course vocabulary in detail.

C- Emotional and value goals

- C1- The student's response to the main objective of the course, which is to develop his four skills.
- C2- The student should trust that literary work is an effective means of transferring the experiences of others and benefiting from them socially.
- C3- Enhancing the student's self-confidence by distinguishing the different topics that were addressed in the course and choosing what suits his personality and society.
- C4- Developing his ability to listen and learn from others.

Teaching and learning methods

- The student reads the theatrical text during the lecture.
- 2- Brainstorming and asking questions about the vocabulary of the course.
- 3- Linking the course vocabulary with the reality of the student's society as an effective illustrative means.
- 4- Repeated emphasis on literary terms for theatrical work to help the student analyze the structure of the theatrical work in a constructive and critical manner.

d . General and rehabilitative skills transferred (other skills related to employability and personal development).

- D1- Cognition: Understanding meaning and formulating new concepts.
- D2-Application: Use of information extracted from the course in new situations.
- D3- Analysis: The ability to analyze the theatrical text and draw moral lessons from it.
- D4- Installation: Collecting scattered ideas to form new concepts that keep pace with reality.

67.Program Architecture

Evaluation method	Method of education	Unit or Subject Name	Required Learning Outcomes	Hours	The week
Daily tests	Ask questions, discuss and share information	Introduction General information about the theater	Recognition and retrieval	2	The first
Daily tests	Ask questions, discuss and share information	Introduction to Elizabethan	Recognition and retrieval	2	Second

		Theatre			
Daily tests and feedback	Ask questions, discuss, share information, and try to link theatrical works with other literary works such as novel and poetry to understand literary development more broadly.	Introduction to Elizabethan Theater and Information about playwright Christopher Marlowe	Recognition and retrieval	2	Third
Daily tests	Ask questions, discuss and share information	The text of the play The Tragic History of Dr. Faustus	Reading, interpretation and analysis	2	Fourth
Daily tests	Asking questions, discussing and watching the important scenes of the play using the data show or the calculator	=	Reading, interpretation and analysis	2	V
Daily tests	Asking questions, discussing and watching the important scenes of the play using the data show or the calculator	=	Reading, interpretation and analysis	2	Sixth
Daily tests	Asking questions, discussing and watching the important scenes of the play using the data show or the calculator	=	Reading, interpretation and analysis	2	Seventh
Daily tests	Asking questions, discussing and watching the important scenes of the play using the data show or the calculator	=	Reading, interpretation and analysis	2	Eighth
=	=	The first exam for the first semester	=	2	Ninth
Daily tests	Asking questions, discussing and watching the important scenes of the play using the data show or the calculator	The text of the play The Tragic History of Dr. Faustus	Reading, interpretation and analysis	2	X
Daily tests	Asking questions, discussing and using data show to solve general and comprehensive questions related to the	=	Reading, interpretation and analysis	2	Eleventh

	course by students				
Daily tests	Asking questions, discussing and using data show to solve general and comprehensive questions related to the course by students	=	Reading, interpretation and analysis	2	Twelfth
Daily tests	Asking questions, discussing and using data show to solve general and comprehensive questions related to the course by students	=	Reading, interpretation and analysis	2	Thirteenth
Daily tests	Asking questions, discussing and using data show to solve general and comprehensive questions related to the course by students	=	Reading, interpretation and analysis	2	Fourteenth
Daily tests	Asking questions, discussing and using data show to solve general and comprehensive questions related to the course by students	=	Reading, interpretation and analysis	2	Fifteenth
=	=	The second exam for the first semester	=	2	Sixteenth
Daily tests	Asking questions, discussing and using data show to solve general and comprehensive questions related to the course by students	Introduction of general information on one-act plays as well as information on the literary movement (realism)	Recognition and retrieval	2	Week 17
Daily tests	Asking questions, discussing and using data show to solve general and comprehensive questions related to the course by students	The text of <i>the play The Strongest</i> by the writer Oxt Strindberg	Reading, interpretation and analysis	2	Week 18
Daily tests	Asking questions, discussing and using data show to solve general and comprehensive	=	Reading, interpretation and analysis	2	Week 19

	questions related to the course by students				
Daily tests	Asking questions, discussing and using data show to solve general and comprehensive questions related to the course by students	Introduction General information about the literary movement (theater of the absurd)	Recognition and retrieval	2	Week 20
=	=	Script of the acting play without words by Samuel Beckett	Reading, interpretation and analysis	2	Week 21
_____	_____	The first exam for the second semester	_____	2	Week 22
Daily tests	Asking questions, discussing and using data show to solve general and comprehensive questions related to the course by students	General information about the literary movement (natural)	Recognition and retrieval	2	Week 23
=	=	Transcript of the play Sea Riders by John Melkington Sink	Reading, interpretation and analysis	2	Week 24
=	=	Transcript of the play Sea Riders by John Melkington Sink	=	2	Week 25
=	=	Transcript of the play Sea Riders by John Melkington Sink	=	2	Week 26
=	=	Transcript of the play Sea Riders by John Melkington Sink	=	2	Week 27

=	=	Transcript of the play Sea Riders by John Melkington Sink	=	2	week 28
=	=	Transcript of the play Sea Riders by John Melkington Sink	=	2	Week 29
—	—	The second exam for the second semester	—	2	Week 30

68. Planning for personal development

1-The Tragical History of Doctor Faustus by Christopher Marlowe. Harold Osborne ed. (London: University Tutorial Press LTD, n.d.). 2-Riders to the Sea by J.M.Synge. Dr. Mohammed Baqir Twajj, Dr. Moussa Alsoudani, and Dr. Stephanie Burckhart, eds. (Iraq: University of Baghdad Press,	1- Required textbooks
-Critics on Marlowe: Readings in Literary Criticism. By Judith O'Neill (London: George Allen and Unwin Ltd., 1969) -Elizabethan Drama: Modern Essays in Criticism. By R.J.Kaufmann ed. (London: Oxford University Press Inc., 1961) -Marlowe: A Critical Study. By J.B.Steane (Cambridge: Cambridge University Press, 1964. -Strindberg and the Historical Drama. By Walter Johnson (Seattle: University of Washington Press, 1963. -J.M.Synge: Riders to the Sea. By S.S.Mathur (Lakshm: Narian Agarwal-AGRA-3- The Publisher, n.d. -Synge: A Critical Study of the Plays. By Nicholas Gene (London: The Macmillan Press Ltd., 1975.	2- Main references (sources)
=	1) Recommended books and references (scientific journals, reports,
Google search	2) Electronic references, websites,

Curriculum Skills Outline

Please tick the boxes corresponding to the individual learning outcomes from the program under evaluation.

Learning outcomes required from the program																fundamental Or optional	Course Name	Course Code	Year/Lev el
General and qualifying skills transferred (Other skills related to employability and personal development)				Emotional and value goals				Program Skills Objectives				Cognitive Objectives							
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
-				-				-				-					fundamental	Dr. Faustus	2nd
-				-				-				-					fundamental	Riders to the Sea	

Course Description Form

Review the performance of higher education institutions (review of the academic program)

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available learning opportunities. It must be linked to the description of the programme.

Educational Institution: Al-Muthanna University / College of Education for Human Sciences

Scientific Department : English Language

Course Name/ Code: English Theatre / Second Stage

Programs in: Bachelor

Available attendance forms: Daily lecture hall

Semester / Year: Yearly

Number of study hours: Two hours per week

Date of preparation of this description : 15/01/2024

Course Objectives:

The aim of teaching the play is to introduce students to how theater arose and the most important features of theater through their study of plays dating back to different eras, including ancient and modern.

Academic Program Description

This description of the academic program provides a brief summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program

Ministry of Higher Education and Scientific Research / Muthanna University	1. Educational institution
Faculty of Education for Human Sciences	2. Scientific Department / Center
English Language Second Teaching Methods Teaching English as a foreign second language	3. Name of the academic program or Career
Bachelor of English Language	4. Name of the final certificate
annual	5. Academic system : Annual / Decisions / Other
None	6. Accredited Accreditation Program
Ministry of Higher Education and Scientific Research / Ministry of Education	7. Other external influences
2024/3/20	8. Date of preparation of the description
9. Objectives of the academic program	

1. Qualifying students to master the English language with all its linguistic skills and cultural background.
2. Enable students to master critical and literary analysis, translation and applied and theoretical language teaching.
3. Familiarity with various teaching methods of modern teaching methods such as films, videos, language and audio laboratory And others qualify them to teach English effectively and effectively.
4. Refine students' critical and creative thinking skills and develop their research abilities in the field of specialization.
5. Conducting theoretical, experimental, applied and comparative research in the fields of English language, literature and linguistics

6. Encourage critical understanding of the thinking and cultures of the English-speaking world, and open channels of cultural dialogue with nations and peoples English speaker.

10. Required Program Outcomes and Methods of Teaching, Learning and Assessment

A-A Knowledge Objectives.

A-1 Speak a good and sound language

A-2 Ancient and Modern Methods of Teaching

A3 The role of the teacher or teacher in each way, its disadvantages and advantages and its objectives

A-4 Teaching steps for each method

A5 Difference between Methodology, Vocabulary, Types of Vocabulary and Bloom's Classification

A.6 Curricula and Types

B- Skill objectives of the program:

B1 -

Listening

B2 -

Writing B3

- Reading

Teaching and learning methods

1. The traditional method by simplifying the practical material. Lecture Method
2. Involve students in thinking by asking questions

Evaluation Methods

1. Editing tests

2. Oral tests

C- Emotional and value goals:

C-1 The student should describe the importance of learning the English language.

C-2 The student should participate in the activities of the department

C-3 The student should encourage his colleagues to commit to periodic discussions in the lecture.

C-4 The student should appreciate the contributions

of scholars and theorists in the development of
the language

Teaching and learning methods

1. Group learning
2. The use of modern means by the professor presents the practical material (PowerPoint) and Datashow
And directing students to use it in teaching
English language

Evaluation Methods

1. Daily test
2. Monthly test

<p>d. General and transferable skills (other skills related to employability and personal development).</p> <p>D-1 Listening to English speakers and trying to speak continuously in order to develop the linguistic aspect</p> <p>D-2 Ability to employ the linguistic aspect of teaching in schools and other institutions</p> <p>D.3 Continuous reading</p> <p>D4 Writing continuously</p>
Teaching and learning methods
Group Learning
Evaluation Methods
<p>1. Daily test</p> <p>2. Monthly test</p>

11. Program Structure

Credit Hours		Course Name	Course or Course Code	Stage of study
practical	theoretical			
		Teaching methods	/	Second

12. Planning for personal development

1. Employing new teaching methods .
2. Employing modern means that serve the curriculum.
3. Employing innovative reinforcement methods to enhance students.
4. Participate in the evaluation and development of the curriculum and its analysis into its various elements.
5. Familiarity with the skills and techniques of rapid access to knowledge and information such as computers, intranets, and others.

13. Admission criterion (setting regulations related to enrollment in the college or institute)

1. Approving the admission requirements for students in accordance with the regulations of the Ministry of Higher Education and Scientific Research (Central Admission)
2. To pass the personal interview of the department .
3. To be fit for a medical examination .
4. High school average.
5. The absorptive capacity of the kidney.

14. The most important sources of information on

1. Studies and questionnaires .
2. Local orientations of the governorate.
3. Needs of the Ministry of Education

Curriculum Skills Planner

Please tick the boxes corresponding to the individual learning outcomes of the program subject to evaluation.

Learning outcomes
required from the program

Transferred general and qualification skills (other skills related to employability and personal development)				Emotional and value goals				Program Skills Objectives				Knowledge Goals				Basic or optional	Course Name	Course Code	Year / Level
																Essential	Teaching methods of a second stage	/	2023-2024

**Course Description
Form**

Course Description

This course description provides a brief summary that inspires the course characteristics and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities. It must be linked to a program description.	
Muthana University / College of Education for Humanities	1. Educational institution
English Language	2. Scientific Department / Center
Methods of teaching English Teaching English as a foreign language or second language	3. Course Name/Code
Lecture Hall	4. Available attendance formats
annual	5. Semester/year
96	6. Number of academic hours (total)
2024/3/20	7. Date of preparation of this description
8. Course Objectives	
1. Provide a comprehensive and clear overview of the basic principles of teaching English language methods .	
2. Encourage students to expand their linguistic culture through external reading of additional resources.	
3. Enhancing the student's self-confidence scientifically and educationally through class participation and application in schools and other educational institutions.	
4. Directing students to use modern educational methods that develop their ability and strengthen their skills.	
5. Serious endeavor to prepare ambitious students with the ability	

to complete higher studies.

6. Creating a strong and balanced personality, which makes him qualified to repent.

9. Course outcomes and methods of teaching, learning and evaluation

A- Knowledge Goals

- A1 Ancient and modern methods of teaching
- A-2 The role of the teacher in each way, its disadvantages and advantages, its goals
- A-3 Teaching steps for each method
- A4 The difference between the methodology, vocabulary, types of vocabulary and Bloom's classification
- A-5 Curricula and Types

B- Course Skill Objectives

- B1 -
Listening
- B2 -
Speaking
- B3 -
Reading
- B-4
Writing

Teaching and learning methods

1. Group learning
2. The use of modern means by the professor presents the practical material (PowerPoint) and Datashow and directs students to use it in teaching English language

Evaluation Methods

1. Daily test
2. Monthly test

C- Emotional and value goals

☐ Preparation of students capable of teaching

C-2 Cooperation between students on one side and between students and teachers on the other side

C-3 Encourage students to recognize the importance of communicating in English

C-4 Participation in Activities

Teaching and learning methods

<p>1. Lecture + Group Learning 2. The use of modern means by the professor presents the practical material (PowerPoint) and Datashow And directing students to use it in teaching English language</p>
Evaluation Methods
<p>1. Daily test 2. Monthly test</p>
<p>d. General and Qualifying Skills Transferred) Other skills related to employability and personal development. D.1 Communication and speaking using English D-2 Constantly listening to the English language in order to develop the language and pronounce correctly D-3 Writing continuously D-4 Continuous reading</p>

10. Course structure					
Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
Tests	Lecture	Introduction. A self development and methodology Good.	The student's knowledge of the role of the professor in the old methods - their disadvantages and advantages - their goals	12	1-4

Tests	Lecture	The Self-Developed Language Teacher	The student realized the role of the professor in development Self-language	12	4-8
Tests	Lecture	Exploration of teaching	The student's knowledge of the role Professor in Exploration Teaching	12	8-12

Tests	Lecture	EFL and ESL Teaching Settings	The student's knowledge of the professor's role in preparing language teaching English as a Foreign Language	12	12-16
Tests	Lecture	Teaching Language as Communication among people	The student's knowledge of the professor's role in teaching language as a means of communication Among the people	12	16-18
Tests	Lecture	Classroom Management	The student's knowledge of the professor's role in how to manage the classroom	12	18-20
Tests	Lecture	EFL /ESL materials,media ,and technology	Student knowledge of the professor's role in English as a Foreign Language / English as a Second Language and Media & Technology	12	20-24

Infrastructure .11	
Teaching English as a foreign second language A self-development and Methodology Guide	1. Required textbooks

<p>a.Celce-Murcia,M.Teaching English as a second or Foreign language.3d ed Boston .:Heinle & Heinle, 2001 B.Freeman, D., and J.C.Richards, Teacher learning in language teaching New York: . Cambridge University Press, 1996 C.Richards, J.C., teaching in Action: case studies from second language classroom. . Alexandria, VA: TESOL, 1998</p>	<p>2. Main references (sources)</p>
<p>Making reports on the methods that have been studied and discussed in front of the students and the questions are directed Making reports on the daily plan</p>	<p>(1) Recommended books and references (scientific journals, reports,</p>
<p>Watching videos of real teaching about every method that is studied Presented by Gebhard G. Jerry</p>	<p>2) Electronic References, Websites</p>

12. Course Development
Plan

1. Special requirements including workshops, periodicals,
software and website
2. Social service, including guest lectures and vocational training.
3. Free watch Use iPad to teach vocabulary
4. Seminar for students and teachers on how to learn via the Internet
5. Seminar for students and teachers on the use of technology in learning and
teaching

Academic Program Description

This academic program description provides a brief summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program

College of Education for Human Sciences	69.Educational institution
English Language	70.Scientific Department / Center
As	71.Name of academic or vocational program
Bachelor of English Language	72.Final Certificate Name
annual	73.Academic System : Annual / Decisions / Other
Adopting the standards of the Association of Arab Universities.	74.Accredited Accreditation Program
Ministry of Education / Other Institutions.	75.Other external influences
2024/3/19	76.History of the preparation of the description
77.Objectives of the Academic Program	
<p>1- Graduating qualified professors in the field of specialization (teaching) equipped with good teaching skills.</p> <p>2 - Development of teaching and educational staff in the field of specialization teaching English.</p> <p>3- Developing the academic and educational capabilities of human resources in a way that contributes to the development of students' language abilities in -C</p>	

Secondary stages.

4- Developing research aspects in the field of linguistic and educational studies.

5- Introducing students to grammar and its basics is the basis for composing and constructing sentences.

6- Help students understand complex structures correctly 0

7- Overcoming the obstacles facing students in how to create organized sentences according to specific foundations and plans.

8- Creating the ability to properly and clearly form the learner

78. Required Program Outcomes and Teaching, Learning and Assessment Methods

A-A cognitive objectives.

A1- Memorizing or remembering information and perceiving it

A2- Comprehension and comprehension, i.e. 1- Developing mental abilities and skills2- Translation3- Interpretation4- Inductive estimation

A3- Application: The use of abstract ideas in new and concrete situations0

A4- Analysis: Any analysis of the material into its constituent elements and tracking the relationships between the parts and the way they are organized.

A-5- Installation: Placing the elements and parts so that they are one whole 0

A6-Calendar

B - Skills objectives of the program:

B1- Providing students with grammatical abilities that enable them to evaluate the topic.

B2- Developing the linguistic wealth of students and providing them with many words and structures.

B3- Activating the topic with students and collecting, coordinating and writing ideas.

B4- Accustom students to the accuracy of observation and distinguish between right and wrong.

Teaching and learning methods

1- The traditional lecture method

2- E-learning method using PowerPoint and teaching methods.

3- Method of questioning and discussion

4- Brainstorming method

Evaluation methods

1- Daily and monthly oral and written exams

- 2- The method of application by the student himself
- 3- Open Book Exam
- 4- Research and Reports

C- Emotional and value goals:

- A1- Reception: The student's desire to receive the lesson and pay attention to it.
- C2- Response: Beyond mere attention to the phenomenon in an active and effective manner.
- C3- Valuation (evaluation) Evaluation of the learner and his appreciation of any phenomenon and behavior and the lesson itself and its role in daily life.
- C4- Organization: The teacher represents the lesson sequentially, determines the mutual relationships between them, and establishes dominant values.

Teaching and learning methods

- Traditional lecture
- Electronic lecture using PowerPoint
- Practicality
- The method of explanation and discussion is individual and groups
- The student joins, for example, a seminar on how to teach grammar in the English language in a proper way.
- A group workshop between the teacher and students in which they explain certain patterns using visual writing means.

Evaluation methods

Evaluation is carried out through oral and written examinations and evaluation of research carried out by groups.

10. General and qualifying skills transferred (other skills related to employability and personal development).

D1- Perception: Understanding the meaning and formulating a concept.

D2- Application: Use of information in a new situation.

D3- Dividing the information into parts to fully understand it .

D4- Synthesis: Gathering ideas and forming something new.

d. General and qualifying skills transferred (other skills related to employability and personal development).

D1--Developing the student's mental abilities

D2- Developing skill capabilities.

D3- Dealing with students' levels.

Teaching and learning methods					
<ul style="list-style-type: none"> - Explanation, direct delivery and presentation by means of illustration - Discussion during the lecture - Use interrogation methods and implicit questions. 					
Evaluation methods					
<ul style="list-style-type: none"> -Daily testing and reports -Monthly tests - Final exams 					
79.Program Architecture					
Credit Hours		Course Name	Course or Course Code	Grades	
practical	theoretical				
2	1	As		The second	

80.Planning for personal development	
<ul style="list-style-type: none"> 4- The curriculum is not enough to take care of students and achieve what they aspire to. 5- The curriculum should be adapted to students' present and future. 6- The teacher should have an influential personality in order to leave an impact on the hearts of students 	
81.Admission criterion (setting regulations related to admission to a college or institute)	
<ul style="list-style-type: none"> 4- Central Admission 5- Student desire 	

6- Competitive rate between departments

82. The most important sources of information about the program

**Electronic references for approved books/
Central Library
Textbooks**

Curriculum Skills Outline

Please tick the boxes corresponding to the individual learning outcomes from the program under evaluation.

Learning outcomes required from the program																fundamental Or optional	Course Name	Course Code	Year/Lev el
General and qualifying skills transferred (Other skills related to employability and personal development)				Emotional and value goals				Program Skills Objectives				Cognitive Objectives							
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Essential	As		The second

Course Description Form

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities. It must be linked to the program description.

College of Education for Human Sciences	61. Educational institution
English Language	62. Scientific Department / Center
As	63. Course Name/Code
Second Stage Students	64. Available Attendance Forms
Chapter One + Chapter Two	65. Semester / Year
9 weekly	66. Number of Credit Hours (Total)
2024/3/19	67. The history of preparation of this description
68. Course Objectives	
Introducing students to grammar and its basics is the basis for composing and constructing sentences. And help students understand complex structure correctly 0	

69. Course Outcomes and Methods of Teaching, Learning and Assessment

A- Knowledge Objectives

A1-1 - Identification of grammatical foundations

2- Familiarize yourself with scientific terms.

3- Identify the structures of grammatical sentences.

B - Course skills objectives

B1 Acquire initial knowledge in the English language and the terminology used.

B2- Qualifying the student to learn about scientific subjects in the coming stages.

B3- Developing learning skills in English

Teaching and learning methods

1- Theoretical and practical lectures.

2- Use of teaching aids (presentations and scientific films)

3- Practicality.

Evaluation methods

Semester theoretical and practical tests, discussion during the lecture and final exams

C- Emotional and value goals

A1- Reception: The student's desire to receive the lesson and pay attention to it.

C2- Response: Beyond mere attention to the phenomenon in an active and effective manner.

C3- Valuation (evaluation) Evaluation of the learner and his appreciation of any phenomenon and behavior and the lesson itself and its role in daily life.

C4- Organization: The teacher represents the lesson sequentially, determines the mutual relationships between them, and establishes dominant values.

Teaching and learning methods

- 1- Brainstorming
- 2- Discussion
- 3- Manifold questions in language.

Evaluation methods

- Weekly assignments
- Semester exams
- Evaluating the student through classroom performance and participation in various events.

d. General and rehabilitative skills transferred (other skills related to employability and personal development).

D1- - Reviews of previous steps and their outputs

D2- Access to scientific developments through books and periodicals

D3- Access to the information network in the field of English language

D4- Conducting discussions and seminars with those with specific competence to raise the development of knowledge

70. Course Structure

Evaluation method	Method of education	Unit or subject name	Required Learning Outcomes	Hours	The week
Enables the student to know the steps	Lecture & Discussion	Morpheme	Understand the grammatical process, its methods and steps in English classes	16	1-4
Enable the student to choose a topic	Lecture & Discussion	Types of morpheme	Types of morpheme	16	5-8
as well as his book	Lecture & Discussion	Inflectional morpheme	Inflectional suffixes	8	9-11
Test the given examples	Preparing for the test	Process of Word formation 1	Word formation process	8	12
=	Lecture & Discussion	Process of Word formation 2	Word formation process	8	13
=	Lecture & Discussion	Inflectional paradigm	Arabic shapes	8	14
Test and ask him	Written exam	School of grammar1	Grammar schools	8	15
Test & Discuss	Lecture and discussion	School of grammar2	Grammar schools	8	16
Testing & Asking	Lecture and discussion	Phrase structure 1	Ferry installation	8	17
Student presentation + daily test + question	Lecture and discussion	Phrase structure 2	Installation	8	18
=	=	Review and ask	Conclusion	8	29
		Written exam	Conclusion	8	30

71. Infrastructure

An Introductory English Grammar + An Introductory Transformational Grammar	7- Required textbooks
Bach, Eminon. (1964). <i>An Introductory Transformational Grammar</i> . New York: Holt	8- Main references (sources)
Bach, Eminon. (1964). <i>An Introductory Transformational Grammar</i> . New York: Holt	G) Recommended books and references (scientific journals, reports,)
https://books.google.com https://ohio.com Mariam website Britannica website	H) Electronic references, websites,

72. Course Development Plan

Communicate in the development of the curriculum based on recent versions of books and references.

Teaching Name: Eng. Yousef Taresh Hilal Al-Jiashi

Course Name: Phonetics

Stage: First

Course Description Form

Course Description

This course description provides a brief summary of the most important characteristics of the course, the course outcomes, and the learning outcomes expected of the student to achieve, proving whether he has benefited from the available learning opportunities. It must be linked to the program description .

Al-Muthanna University / College of Education for Human Sciences / Department of English Language	9. Educational institution
English language	10. Scientific Department
English Phonetics 106	11. Course Name/Code
3 hours per week	12. Available attendance formats
First Semester + Second Semester / 2023-2024	13. Semester / Year
6 hours per week (90 hours)	14. Number of Credit Hours (Total)
20/3/2024	15. Date of preparation of this description
1- Introducing students to phonetics and its basics as a subject that is considered the basis for the formation of English words and sentences.	16. Course Objectives
2- Helping students to pronounce sounds better.	
3- Overcoming the obstacles facing students in pronunciation.	
4- Helping students to pronounce sounds correctly and properly and know how to use them in words or sentences in the English language.	
5. Introducing students to human speech organs and organs.	

6. Helping first-stage students to study the phonetic system in the English language.

10. Course Outcomes and Methods of Teaching, Learning and Assessment

C- Cognitive goals

- 7. Memorizing or remembering information and perceiving it**
- 8. Understanding and comprehension i.e. 1.-Develop mental abilities and skills 2. Translation 3. Taweel 4. Inductive estimation**
- 9. Application: The use of abstract ideas in new and concrete situations.**
- 10. Analysis: Any analysis of the material into its constituent elements and tracking the relationships between the parts and the way they are organized.**
- 11. Composition: Placing the elements and parts so that they form one whole.**
- 12. Calendar**

D- Course skills objectives.

- 5. Talk fluently.**
- 6. Talk and listen carefully.**
- 7. Read and write correctly**
- 8. Distinguish between listening, reading and writing as part of a whole.**

Teaching and learning methods

E-learning method using PowerPoint.

The way to listen to CDs contains programs for audio in the mp3 player.

Method of questioning and discussion

Brainstorming method

Evaluation methods

- Daily and monthly oral and written exams**
- How to apply by the student himself**
- Open Book Exam**
- Research & Reports**

C. Emotional and value goals

- 5. Reception: The student's desire to receive the lesson and pay attention to it.**
- 6. Response: Go beyond mere attention to the phenomenon in an active and effective manner.**
- 7. Valuation (evaluation) Evaluation of the learner and his valuation of any phenomenon and behavior and the lesson itself and its role in daily life.**
- 8. Organization: The teacher's representation of the lesson in a follow-up manner, determining the mutual relationships between them and establishing dominant values.**

Teaching and learning methods

- Electronic lecture using PowerPoint
- Practical application using a computer
- The method of explanation and discussion is individual and groups
- The student joins, for example, a seminar on how to remember sounds in the English language in a proper way.
- A group workshop between the teacher and students in which they explain a specific sound phenomenon using audio-visual means.

Evaluation methods

Evaluation is carried out through oral and written examinations and evaluation of research carried out by groups.

6. General and qualifying skills transferred (other skills related to employability and personal development).
7. Cognition: understanding meaning and formulating a concept
8. Application: Use of information in a new situation
9. Break down information into parts to fully understand it
10. Composition: Putting ideas together to formulate something new.

11. Course Structure

Evaluation method	Method of education	Unit or subject name	Required Learning Outcomes	Hours	The week
The student was able to pronounce	Lecture & Discussion	Speech organs	Identify	24	1-4
Letter exits correctly	Reading, writing and graphics	Correct sounds	Understand ing	24	5-8
as well as his book	Lecture & Discussion	Correct sounds	Interpretati on	18	9-11
Words with their voice coding	Listen to songs and texts	Correct sounds	classificatio n	6	12
=	Lecture & Discussion	=	Loopback	6	13
=	Lecture & Discussion	=	Summary	6	14
Test and ask him	Written exam	=	Conclusion	6	15
Test & Discuss	Lecture & Discussion	=	Interpretati on	6	16

Quiz & Questions	Lecture & Discussion	=	n classificatio	6	17
Student Submission Test	Lecture & Discussion	The right sounds series	n classificatio	6	18
=	=	=	Summary	6	19
=	=	=	Loopback	6	20
=	=	Bug sounds	on Interpretati	6	21
=	=	=	Conclusion	6	22
=	=	=	n classificatio	6	23
=	=	=	ing Understand	6	24
=	=	=	Conclusion	6	25
=	=	=	Summary	6	26
=	=	Comparison between correct sounds and vowels	on Interpretati	6	27
=	=	=	n classificatio	6	28
=	=	Review and ask	Conclusion	6	29
		Written exam	Conclusion	6	30

12. Infrastructure

Better English pronunciation.

J.D.O'CONNOR.1980 (2nd ed.). Cam. CUP.

English pronunciation in use (2003). Jonathan Marks. Cambridge.

PETER ROACH(1989)ENGLISH PHONETICS

3- Required textbooks

4- Main references (sources)

& PHONOLOGY	
<u>CDS.Teaching pronunciation, Internet reports, audio-visual means of songs, games and drawings illustrating the material.</u>	C- Recommended books and references (scientific journals, reports, ...)
Google Search English teacher.com	D- Electronic references, websites ...

13. Course Development Plan
<p>The learner of English as a foreign language should be able to explain each topic before it is explained by the teacher using the Internet through educational videos and songs that focus on sounds before reading the methodological book as a theoretical material, thus developing the curriculum practically and theoretically.</p>

Yousef T. Hilal Alamaya
Yousef Taresh Hilal Al , Jiyashi

Academic Program Description:

This academic program description provides a brief summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program.

Ministry of Higher Education and Scientific Research	Educational institution	1
Al , Muthanna University		
College of Education for Human Sciences Department of English Language	Scientific Department / Center	2
Developmental Psychology	Name of academic or vocational program	3
Bachelor	Final Certificate Name	4
Annual study system	Academic System: Annual / Decisions / Other	5

Adopting international comprehensive education quality standards and the standards of the Association of Arab Universities in the field of education quality.	Accredited Accreditation Program	6
Ministry of Higher Education and Scientific Research, Ministry of Education.	Other external influences	7
20 /3/2024	History of the preparation of the description	8
Objectives of the Academic Program		9
The student's knowledge of developmental psychology .		C-
The student is familiar with the importance of developmental psychology .		In-
Enable the student to achieve the general educational goals.		C-
Inform the student in detail of the factors that affected the individual during the age stages .		D-
Enable the student to know the age stages (embryonic, childhood, adolescence, adulthood, old age).		E -
Enable the student to know the goals of developmental psychology .		And-
The student's knowledge of the aspects of growth of the individual .		G-
Empowering the student how to research developmental psychology .		Going to-

12- Required program outcomes and methods of teaching, learning and evaluation.

D- Cognitive Objectives:

- A1- The student should know the concept of developmental psychology.
- A2- The student should explain the importance of developmental psychology.
- A3- The student should set a set of developmental psychology goals.
- A4- The student should analyze the age stages that the individual is going through.
- A5- The student should conclude the importance of developmental psychology recently.
- A6- The student should express his opinion on the importance of developmental psychology

B- Skills objectives of the program:

B1 – The student should draw a diagram showing the age stages that the individual is going through.

B2 – The student should prepare a photograph on the blackboard, explaining the aspects of the individual's growth.

B3 – The student should use the data shop device to display the factors affecting the individual.

Teaching and learning methods.

- Delivery, lecture, discussion and interrogation style.

Evaluation methods.

- Achievement tests are as follows: - 40 % quarterly tests.
60 % quarterly exams.

C- Emotional and value goals:

C1- The student should conclude the importance of the essay questions.

C2- The student should analyze the types of objective questions.

C3- The student should be aware of the relationship between developmental psychology and the environment.

C4- The student should express his opinion on the role of developmental psychology in human life.

Teaching and learning methods.

- Discussion and questioning.
- Interrogate students using traditional questions.

Evaluation methods.

- Achievement tests at the emotional level of the Krathol classification.

d. General and qualifying skills transferred (other skills related to employability and personal development).

D1- The skill of classroom management and control.

D2- The skill of asking questions.

D3- Evaluation skill.

D4- The skill of linking the material to reality using reinforcement examples from daily life.

Teaching and learning methods.

- Different teaching styles (cooperative learning style, sports style, role playing style)

Evaluation methods.

- Achievement tests of various types and levels.

18- Program structure.

Credit Hours		Course Name	Course or Course Code	Grades
practical	theoretical			
	6	Developmental Psychology	/	The second

19- Planning for personal development.

Developing the vocabulary of the curriculum by (20%) of modern topics in line with the developments of the times for the purpose of preparing the student professionally, educationally and psychologically correctly.

20- Admission criterion (setting regulations related to admission to a college or institute)

The student's rate in the preparatory school stage in addition to the student's desire, as well as the geographical area of the student's residence in line with the admission policy in Iraqi universities, colleges and institutes affiliated to the Ministry of Higher Education and Scientific Research.

21- The most important sources of information about the program.

References and sources from books, research, studies, periodicals and various means of communication from the Internet and others in the subject of the foundations of education, measurement and evaluation in education and educational psychology.

Curriculum Skills Outline

Please tick the boxes corresponding to the individual learning outcomes from the program under evaluation.

Learning outcomes required from the program

Transferred general and qualifying skills (other skills related to employability and personal development)				Emotional and value goals				Program Skills Objectives			Cognitive goals				fundamental Or optional	Course Name	Course Code	Year/Level
D4	D3	D2	D1	C4	C3	C2	C1	B3	B2	B1	A4	A3	A2	A1				
The skill of linking the material to reality using reinforcement exempl	Evaluation skill	The skill of linking the material to reality using reinforcement	The skill of classroom management and control	The student should be aware of the relationship between	The student should be aware of the relationship between	The student should analyze the basic factors Influencing the individual.	The student should conclude the importance of	The student should use the data shop device to display aspects	The student should be prepared as a photographer on the board	The student should draw a diagram indicating the age stages	The student should analyze the growth aspect	The student should enumerate the age stages of the individual	The student should explain the importance of development	The student should know the concept of development	Essential	Developmental Psychology	/	2023-2024 Preliminary study

es from daily life.		examples from daily life.		general psychology and developmental psychology	developmental psychology and the environment		developmental psychology	of the individual's growth	explaining the method of research in developmental psychology	of the individual	traits of the individual		developmental psychology	developmental psychology				
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Course Description Form

Eng. Marwa Sami Gouda

Course Description:

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available learning opportunities, and must be linked to the program description.

Ministry of Higher Education and Scientific Research Al , Muthanna University	Educational institution	73.
College of Education for Human Sciences Department of English Language	Scientific Department / Center	74.
Developmental Psychology	Course Name/Code	75.
Students	Available Attendance Forms	76.
Academic Year (2023-2024)	Semester / Year	77.
60 credit hours	Number of Credit Hours (Total)	78.
20 /3/2024	The history of preparation of this description	79.
Course Objectives		80.
The student is familiar with the importance of developmental psychology.		A-

Familiarize the student with the importance of modern developmental psychology.	In-
Enable the student to achieve the goals of general developmental psychology .	C-
Familiarize the student in detail with the aspects of growth of the individual.	D-
Enable the student to achieve research with developmental psychology.	E -
The student is familiar with the characteristics of all age stages.	G-
Empowering the student how to use modern developmental psychology in his daily life.	Go ing to-

13- Course outcomes and methods of teaching, learning and assessment.

B- Cognitive Objectives:

- A1- The student should know the concept of developmental psychology.
- A2- The student should explain the importance of developmental psychology.
- A3- The student should enumerate the age stages.
- A4- The student should analyze aspects of growth.
- A5- The student should conclude the importance of modern developmental psychology.
- A6- The student should express his opinion on the importance of modern developmental psychology.

B - Skills objectives of the course.

- B 1 – The student draws a diagram showing the most important age stages of the individual.
- B 2 – The student should prepare a photograph on the blackboard, explaining the basic factors affecting the individual.
- B3 – The student should use the data shop device to display the method of research in developmental psychology.

Teaching and learning methods.

- Lecture, delivery, discussion and interrogation.

Evaluation methods.
- Achievement tests.
C- Emotional and value goals.
C1- The student should conclude the importance of developmental psychology.
C2- The student should analyze the benefit of studying developmental psychology.
C3- The student should realize the relationship between developmental psychology and the environment
C4- The student should express his opinion on the importance of studying developmental psychology in his life.
Teaching and learning methods .
Discussion, lecture and interrogation.
Evaluation methods.
Various achievement tests.
d. General and rehabilitative skills transferred (other skills related to employability and personal development).
D1- The skill of classroom management and control.
D2- The skill of asking questions.
D3- Evaluation skill.
D4- The skill of linking the material to reality using reinforcement examples from daily life.

14- Course Structure:					
Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
				60	30
Achievement / written and oral tests	Lecture, discussion and question	Basic concepts in developmental psychology	Bachelor of Education (English Language)	2	First

	ng		Sciences)		
=	=	Definition of Developmental Psychology, General Psychology	=	2	Second
=	=	The importance of theoretical and applied developmental psychology	=	2	Third
=	=	The main factors affecting the individual	=	2	Fourth
=	=	Genetic factors	=	2	V
=	=	Environmental factors	=	2	Sixth
Written exam		Semester exam	=	2	Seventh
Written and oral tests	=	Aspects of growth in the individual	=	2	Eighth
=	=	Requirements for the stages of development of the individual	=	2	Ninth
=	=	Embryonic stage and its demands	=	2	X
=	=	The stage of birth and its demands	=	2	Eleventh week
=	=	Childhood and its demands	=	2	Twelfth week
=	=	Early childhood	=	2	Thirteenth week
=	=	Middle Childhood	=	2	Fourteenth week
=	=	Childhood Transition	=	2	Fifteenth week
=	=	Adolescence and	=	2	Sixteenth

		its demands			h week
=	=	Early adolescence	=	2	Seventeenth week
=	=	Middle adolescence	=	2	Eighteenth week
=	=	Late adolescence	=	2	Nineteenth week
=	=	The stage of youth and its demands	=	2	Week 20
=	=	Early youth	=	2	Twenty one
=	=	Middle Youth	=	2	Twenty-second
=	=	Late youth stage	=	2	Twenty-third
Written exam	=	Semester exam	=	2	Twenty-fourth
=	=	Self-concept of the adult	=	2	Twenty-fifth
=	=	The stage of aging and its demands	=	2	Twenty-sixth
=	=	Premature aging	=	2	Twenty-seventh
=	=	Middle old age	=	2	Twenty-eighth
=	=	Late aging stage	=	2	Twenty-ninth
Written exam	=	Semester exam	=	2	Xxx

15- Infrastructure	
Developmental psychology .	1 Required textbooks
Developmental psychology , principles of general psychology , developmental psychology from fetus to old age.	2 Main references (sources)
Scientific journals, periodicals, research and studies in the field of specialization.	A- Recommended books and references (scientific journals, reports,..)
Various communication sites (Google and YouTube) ... etc	B- Electronic references, websites....

16- Course development plan.
Developing the course according to the nature of the curriculum and the year of authorship, and the development is through the deletion, addition or replacement of parts or chapters of the scheduled curriculum if there are actual reasons for development determined in advance.

Academic Program Description

This academic program description provides a brief summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program

Muthana University / College of Education for Human Sciences	83.Educational institution
Department of English Language	84.Scientific Department / Center
Student Expected Learning Outcomes Program	85.Name of academic or vocational program
Bachelor of Education in English Language and Literature	86.Final Certificate Name
annual	87.Academic System : Annual / Decisions / Other
Quality Assurance and Social Performance Standards	88.Accredited Accreditation Program
	89.Other external influences
18-3-2024	90.History of the preparation of the description
91.Course Objectives	

The short story is one of the ancient and modern educational methods that affect the teaching and learning process, as it is a global literary art that has been used in the teaching process since ancient times. Therefore, the aim of teaching the short story in the English language is to increase the linguistic and literary stock of vocabulary and literary methods that help students to write and create, as well as to learn about the culture of the acquired language through their study of separate stories dating back to different periods of time and extracting lessons and human lessons in these stories.

92. Required Program Outcomes and Teaching, Learning and Assessment Methods

A-A cognitive objectives.

A1. Developing students' language skills

A2. Expanding students' perceptions about English language and literature

A3. Identify the art of prose and the characteristics of the short story and its contribution to promoting creative thinking and critical analysis

A4. Learn about the development of fiction and its relationship to the psychological, political and social dimensions.

B - Skills objectives of the program:

B1 – Acquisition of new vocabulary and synonyms.

B2 – Enhancing reading and comprehension skills in the English language.

B3 - Developing the analytical ability of situations, symbols and people.

B4- Enable students to speak, interact, discuss and conclude.

Teaching and learning methods

- Read narrative texts and learn about the writer's style
- Adopting the communicative method in teaching and learning.
- Discussion, questioning and interactive dialogue.
- Use modern illustrative aids, for example , (Data Show and micro lecture) to clarify the important points of the lesson.
- Review and discussion to clarify the similarities and differences between the selected stories.

Evaluation methods

- Daily evaluation of attendance and active participation.
- Ask oral questions and conduct written quizzes and discuss them in class

<ul style="list-style-type: none"> - Conduct a presentation to students - Conducting Semester Exams
<p>C- Emotional and value goals:</p> <p>C1- Focusing on the details of the scientific material.</p> <p>C2- Active participation in discussion and dialogue.</p> <p>C3- Expressing an opinion according to logical analysis.</p> <p>C4- Respect for the opinion and the other opinion.</p>
<p>Teaching and learning methods</p>
<ul style="list-style-type: none"> - Adopting the communicative method in teaching and learning. - Discussion and interactive dialogue - Review and discussion to clarify the most important common points to enhance the creative and deductive thinking of the student. - Forming student groups to assess their linguistic and analytical capabilities and encourage team spirit and teamwork.
<p>Evaluation methods</p>
<ul style="list-style-type: none"> - Daily evaluation of attendance and active participation. - Ask oral questions and conduct written quizzes and discuss them in class - Identify distinguished student groups and reward them. - Conducting Semester Exams

<p>d. General and qualifying skills transferred (other skills related to employability and personal development).</p> <p>D1- Developing effective teaching, management and communication skills.</p> <p>D2- Proficiency in the four skills of the English language (reading, writing, listening and speaking)</p> <p>D3- Acquiring life experiences that enable the student to learn patience, perseverance and the art of dealing with others</p> <p>D4- The possibility of effective change and finding solutions to the problems emanating from the work environment</p>
<p>Teaching and learning methods</p>
<ul style="list-style-type: none"> - Adopting the communicative method in teaching and learning. - Discussion and interactive dialogue

- Use modern illustrations, for example , (Data Show) to illustrate the important points in the lesson
- Review and discussion to enhance the student's creative and deductive thinking.

Evaluation methods

- Daily evaluation of attendance and active participation.
- Ask oral questions and conduct written quizzes and discuss them in class
- Forming student groups for the purpose of discussing literary works in the curriculum.

93.Program Architecture

Credit Hours		Course Name	Course or Course Code	Grades	
practical	theoretical	Short Story		The second	
Evaluation method	Method of education	Unit or subject name	Required Learning Outcomes	Hours	The week
Ask questions and discuss group discussion	Lecture & Discussion	Introduction to the short story	Learn about fiction literature (Origin and characteristics)	2	1
Ask questions and discuss group discussion	Lecture & Discussion	Elements of the Short Story	Identify the main elements of the short story (characters, conflict, ends, symbols, plot, cause and effect... etc.)	2	2
- Read the text - Ask questions - Group discussion - Written exam	Lecturing	The Open Window by (H.H SAKI)	Recognize the characters of the story of the open window and the beauty of the child's imagination that resists the closed society and imparts a sense of humor.	2	4-3
- Read the text - Ask questions - Group discussion	Lecturing	Happy Prince by Oscar Wilde	From the story of Prince Al-Saeed , the student learns about the importance of love, cooperation and dedication in providing assistance to the needy,	2	7-6-5

- Written exam			and the ruler must be aware of the circumstances of his parish and the hardship of their situation.		
- Read the text - Ask questions - Group discussion - Written exam	Lecturing	Cat in the rain by Ernest Hemingway Iceberg theory	From studying the story of a cat in the rain The student gets to know the following: 1 Human suffering from loneliness and not meeting his desires and needs 2 The style of literary diminution by the American writer Ernest Hemingway and the theory of the iceberg	2	10-9-8
- Read the text - Ask questions - Group discussion - Written exam	Lecturing	Black cat by Edger Allen Poe	The Black Cat Story Psychological dimension Horror Gothic literature	2	13-12-11
Ask questions	Lecture & Discussion	Presentation and discussion by students	General Review	2	14
Semester exam				2	15
Ask questions	Lecture & Discussion	Novella and Novel	Getting to know fiction literature	2	16
Ask questions	Lecture & Discussion	Introduction of Hemingway's biography and literary career	Getting to know the novelistic style of the American writer Ernest Hemingway	2	17
Ask questions	Lecture & Discussion	A Summary and Plot overview of <i>The Old Man and the Sea</i>	Getting to know the summary of the novel of the Sheikh and the sea	2	18-19
Ask questions	Lecture & Discussion	Resistance and the concept of the hero in Hemingway	Resistance and the concept of the hero according to the novelist Ernest Hemingway	2	20
Read and ask questions	Lecture & Discussion	Selected Paragraphs of the characters	Reading the characters of the novel	2	21-23
Read and ask	Lecture & Discussion	Selected Paragraphs and expressive	Learn about the lessons and goals derived from the	2	24-26

questions		situations	novel		
Read and ask questions	Lecture & Discussion	Selected Paragraphs of the symbols	Identify the symbolic dimension in the novel	2	27-28
Written exam			Review and exam	2	29-30

94.Planning for personal development

Supporting the presented curriculum with critical articles and readings to enhance students' creative thinking

95.Admission criterion (setting regulations related to admission to a college or institute)

Test and interview

96.The most important sources of information about the program

1. Short Stories Collection by Aziz Al-Mutalibi 2. ..Ernest Hemingway's The Old Man and the Sea	Required textbooks (methodology, if any)
<i>The Cambridge Introduction to the Short Story in English</i> By Adrian Hunter	Main references (sources)
1. Edward Edward The happy prince: themes and analysis (https://study.com) chapter 3: lesson 2 2. The open window: the open window summary and analysis of the open window. www.litchart.com 3. The black cat summary. https://www.shmoop.com 4. Cat in the Rain. https://www.litcharts.com 5. The Old Man and the Sea https://www.litcharts.com	Recommended supporting books and references (Scientific journals, reports...)
All sites linked to the stories mentioned	Electronic References, Websites

Academic Program Description

This academic program description provides a brief summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program

College of Education for Humanities	97.Educational institution
English Language	98.Scientific Department / Center
Student Expected Learning Outcomes Program	99.Name of academic or vocational program
Bachelor of Arts in English Language	100. Final Certificate Name
annual	101. Academic System : Annual / Decisions / Other

Quality Assurance and University Performance Standards Program	102. Accredited Accreditation Program
Preparing professional teachers to teach English in middle and middle schools	103. Other external influences
	104. History of the preparation of the description
105. Objectives of the Academic Program 1Ability to communicate effectively in English .2Ability to understand and translate texts to and from English .3Ability to teach English effectively .4Identify the world's literary works and their intellectual and human heritage .5Skill in writing texts in a sober academic style .6Analysis and criticism of literary texts	

106. Required Program Outcomes and Teaching, Learning and Assessment Methods
A- Cognitive objectives A-1 Access to international literary texts of poetry, prose and theater A-2 Ability to formulate sentences correctly A-3 Assimilation of linguistic texts A-4 Knowledge of linguistic concepts and their applications A-5 Access to phonetic patterns and types
B- Skills objectives of the program B - 1 Develop the skill of listening and speaking B - 2 Develop the ability to write B - 3 Develop the ability to analyze and understand texts from an academic perspective
Teaching and learning methods
Using the communicative method, discussion, question and answer, activating the role of the audio laboratory and other audiovisual means

Evaluation methods
Daily, monthly and final exams
C- Emotional and value goals: C.1 Exposure to world cultures C.2 Openness to other societies
Teaching and learning methods Using the communicative method, discussion, question and answer, activating the role of the audio laboratory and other audiovisual means
Evaluation methods
Daily, monthly and final exams

d. General and qualifying skills transferred (other skills related to employability and personal development). D-1 Preparing professional teachers capable of teaching English correctly D-2 Preparing researchers capable of scientific research within the field of English language
Teaching and learning methods
Using the communicative method, discussion, question and answer, activating the role of the audio laboratory and other audiovisual means

Evaluation methods				
Daily, monthly and final exams				
107. Program Architecture				
Credit Hours		Course Name	Course or Course Code	Grades
practical	theoretical			
2		Academic Writing		Second

108. Planning for personal development
Enabling the student to be open to global cultures, which creates future opportunities to fly his abilities at the professional and intellectual social level

109. Admission criterion (setting regulations related to admission to a college or institute)

The student must have completed his secondary education in the literary or scientific specialization

.2 To have a real desire to join the department

.3 Not have a disability that affects his work as a teacher

.4 Pass the personal interview

110. The most important sources of information about the program

1 Website of the College of Education for Human Sciences / Muthana University

.2 English Language Department website

Curriculum Skills Outline

Please tick the boxes corresponding to the individual learning outcomes from the program under evaluation.

Learning outcomes required from the program																fundament al Or optional	Course Name	Course Code	Year/Lev el
General and qualifying skills transferred (Other skills related to employability and personal development)				Emotional and value goals				Program Skills Objectives				Cognitive Objectives							
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Academic Writing		The second

Course Description Form

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities. It must be linked to the program description.

Al-Muthanna University / College of Education for Human Sciences	81. Educational institution
English Language	82. Scientific Department / Center
Academic Writing	83. Course Name/Code
2 hours per week	84. Available Attendance Forms
annual	85. Semester / Year
64 hours	86. Number of Credit Hours (Total)
19/3/2024	87. The history of preparation of this description
88. Course Objectives	
1- Learn the basic rules for writing English sentences of various kinds and avoid common mistakes	
2- Learn to write narrative and descriptive paragraph	
3- Learn to write narrative and descriptive essay	
4- Learn to write the basic and in-depth literary article	

5- Learn to write an argumentative essay

89. Course Outcomes and Methods of Teaching, Learning and Assessment
<p>A- Knowledge Objectives</p> <p>A1 - Learn the basic rules of writing English sentences of various kinds (simple, complex and complex) Complex and complex compound and avoid common mistakes.</p> <p>A2 - Learn to write the narrative and descriptive paragraph.</p> <p>31. Learn to write narrative and descriptive essay.</p> <p>A - Learn to write a basic and in-depth literary article. Uh - learn to write the dialectical essay.</p>
<p>B - Course skills objectives</p> <p>B 1 - The skill of formulating English sentences of various kinds and monitoring common errors when writing.</p> <p>B 2 - The skill of distinguishing and writing the construction paragraph of all kinds.</p> <p>B 3 - The skill of writing the article of various kinds</p>
Teaching and learning methods
<p>1- Lecture method</p> <p>2. Discussion method</p> <p>3- The method of individual and group homework</p>
Evaluation methods
<p>1- Written semester exams</p> <p>2. Daily oral exams</p> <p>3- Preparing homework</p>

C- Emotional and value goals

C1- Achieving the highest level in monitoring and correcting grammatical errors

C 2 - Achieving the highest level of sound writing in English

C3 - Enabling students to properly prepare for the performance of exams in various lessons, as writing the article is an essential part of it

C4 - Achieving the highest level of collective cooperation among students and encouraging collective learning

d. General and rehabilitative skills transferred (other skills related to employability and personal development).

D1- Language communication skill

D2- The skill of analysis and critical thinking

D3-

D4-

90. Course Structure					
Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
Exercise solution	Lecture & Discussion	Chapter 1	Distinguish and skip grammatical errors	12	1-6
Exercise solution	Lecture & Discussion	Chapter 2	Distinguish and write the narrative and descriptive paragraph	6	7-9
Exercise solution	Lecture & Discussion	Chapter 3	Distinguish and write narrative and descriptive article	6	10-12
Exercise solution	Lecture & Discussion	Chapter 5	Practice the basic literary article	6	13-15
Exercise solution	Lecture & Discussion	Chapter 6	Writing the basic literary article	6	16-18
Exercise solution	Lecture & Discussion	Chapter 7	Practice the in-depth literary article	6	19-21
Exercise solution	Lecture & Discussion	Chapter 7	Writing an in-depth literary article	6	22-25
Exercise solution	Lecture & Discussion	Chapter 8	Practice the controversial article	6	26-28
Exercise solution	Lecture & Discussion	Chapter 8	Writing a dialectical article	6	29-30

91. Infrastructure	
An introduction to academic writing	9- Required textbooks

Research & Articles	10- Main references (sources)
	I) Recommended books and references (scientific journals, reports,
	J) Electronic references, websites,

92. Course Development Plan
Assigning students to write various articles, encouraging them to self-evaluate (students - students) and encouraging writing arising from collective brainstorming to spread the exchange of ideas and the use of modern means in education.

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities. It must be linked to the program description.

1. Educational institution	AI , Muthanna University
2. University Department/Center	English Language / College of Education for Human Sciences
3. Course Name/Code	Novel -1-Novel / Third Stage Wuthering Heights
4. Available Attendance Forms	Weekly
5. Semester/Year	annual
6. Number of study hours (total)	90 hours divided into two (45) hours per semester
7. Date of preparation of this description	2024/01/10
Introducing students to the meaning of the idea of novelistic art and its elements after they have completed the study v, the eighteenth century novel and the history of the novel, they must now learn the nature of the novel and its development in the nineteenth century through the study of the narrative text of this period as an example in the novel (The Heights of the Weatherneck) by the English writer Emily Bronte	

9. Course Outcomes, Teaching and Learning Methods, and Assessment Methods

A. Knowledge and understanding

A1- Developing literary and artistic skills and critical analysis

A2- Studying and absorbing narrative texts and searching for themes and literary topics

A3- Critical analysis of textbooks

A4- Watching movies related to the novel

A5- Learn and practice correct reading and writing

A6- Answering questions and finding new ideas

B - Subject-specific skills

B1 – Development of literary and artistic ability

B2 – Accurate text analysis

B3 – Sharing ideas, teamwork and interaction

B4- Encouraging the student to have an entrepreneurial spirit and creativity

Teaching and learning methods

Discussion and role swapping

Evaluation methods

Lecture:- 50% of the time is devoted to the lecture

- 30% is allocated for discussion and questions

- 20% for review and important questions .

C. Emotional and value goals

C1 - Promoting the values of beauty and the importance of arts and literature through the value of literature in life and its meanings.

C2 - Trying to link life with literature and linking literature with reality to teach the student that his experiences are not unique and that what he feels has been experienced by others, and to understand human nature and human experiences.

C3 - Literature can be a factor of healing and emotional emptiness

C4- Trying to understand the other by identifying his experiences

Teaching and learning methods

Questions, discussions, mini-lectures by the student

Evaluation methods

Evaluation of written and oral responses and posts

d. General and Transferable Skills (Other Skills Related to Employability and Personal Development)

D1 - Relying on the novel to develop the student's critical and linguistic skills

D2- Dialogue and listening skills and the ability to discuss, argue and present different intellectual proposals.

D3 - Comparison Skills

10. Course Structure					
The week	Hours	Required Learning Outcomes	Name of Unit/Subject	Method of education	Evaluation method
1	3		INTRODUCTION :	theoretical	Daily oral and written exams, monthly written exams, assignments and reports
2	3		Social and Literary Backgrounds	theoretical	
3	3		Biography and Achievements of Emily Bronte	theoretical	
4	3		Ch 1-3	theoretical	
5	3		Ch 4-7	theoretical	
6	3		Ch 7-9	theoretical	
7	3		Ch-9-12	theoretical	
8	3		Ch 13-16	theoretical	
9	3		Ch 17- 20	theoretical	
10	3		Ch 20-24	theoretical	
11	3		Ch -25-28	theoretical	
12	3		29-32	theoretical	
13	3		33-34	theoretical	
14	3		Characters' analysis	theoretical	
15	3		Themes and Symbols	theoretical	
11. Infrastructure					
Textbooks			-Emily Bronte's <i>Wuthering Heights</i>		
Main references (sources)			- <i>Wuthering Heights</i> (Case Study in Contemporary Criticism) Second Edition By Linda H. Peterson -Emily Brontë: <i>Wuthering Heights: Critical Studies</i> by Rod Mengham		

Recommended books and references (scientific journals, reports)	- Journal of Contemporary Drama in English
	- STUST. - ALL OF YOU.
Electronic References - Internet	Literary Websites
	https://www.sparknotes.com/lit/wuthering/ https://www.bl.uk/works/wuthering-heights

12. Course Development Plan

I think that the course needs to add one of Charles Dickens' novels because it reflects the social aspect of the era

M.M. Mushtaq Awad Jabbar

Department of English Language – College of Education for Human Sciences

Academic Program Description

This academic program description provides a brief summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program

College of Education for Human Sciences	111. Educational institution
English Language	112. Scientific Department / Center
Language	113. Name of academic or vocational program
Bachelor of English Language	114. Final Certificate Name
annual	115. Academic System : Annual / Decisions / Other
Adopting the standards of the Association of Arab Universities. Warranty and quality / other institutions.	116. Accredited Accreditation Program

45-day application, teaching, use of department lab To develop the skills of female students IV: comprehension and comprehension, Speak, read, write	117. Other external influences
2024/3/19	118. History of the preparation of the description
119. Objectives of the Academic Program	
<p>- Graduating qualified professors in the field of specialization (teaching) equipped with good teaching skills.</p> <p>B - Development of teaching and educational staff in the field of specialization teaching English.</p> <p>Developing the academic and educational capabilities of human resources in a way that contributes to the development of students' language abilities in -C Secondary stages.</p> <p>D Developing research aspects in the field of linguistic and educational studies.</p>	
120. Required Program Outcomes and Teaching, Learning and Assessment Methods	
<p>A-A cognitive objectives.</p> <p>A1- Memorizing or remembering information and perceiving it</p> <p>A2- Comprehension and comprehension, i.e. 1- Developing mental abilities and skills2- Translation3- Interpretation4- Inductive estimation</p> <p>A3- Application: The use of abstract ideas in new and concrete situations0</p> <p>A4- Analysis: Any analysis of the material into its constituent elements and tracking the relationships between the parts and the way they are organized.</p> <p>A-5- Installation: Placing the elements and parts so that they are one whole 0</p> <p>A6-Calendar</p>	
<p>B - Skills objectives of the program:</p> <p>B1.Providing students with specialized terminology and information .</p> <p>B2.Students absorb educational information, concepts and terminology .</p> <p>B3 .Apply concepts and information in the field of specialization in practical aspects.</p> <p>4- Developing the linguistic wealth of students and providing them with many words and structures.</p>	
Teaching and learning methods	
<p>1- The traditional lecture method</p> <p>2- E-learning method using PowerPoint and teaching methods.</p> <p>3- Method of questioning and discussion</p>	

4- Brainstorming method
Evaluation methods
<p>Modern methods and strategies that depend on the effort of the teacher and the learner</p> <ol style="list-style-type: none"> 1- Daily and monthly oral and written exams 2- The method of application by the student himself 3- Open Book Exam 4- Research and Reports
<p>C- Emotional and value goals:</p> <p>A1- Reception: The student's desire to receive the lesson and pay attention to it.</p> <p>C2- Response: Beyond mere attention to the phenomenon in an active and effective manner.</p> <p>C3- Valuation (evaluation) Evaluation of the learner and his appreciation of any phenomenon and behavior and the lesson itself and its role in daily life.</p> <p>C4- Organization: The teacher represents the lesson sequentially, determines the mutual relationships between them, and establishes dominant values.</p>
Teaching and learning methods
<ul style="list-style-type: none"> -Traditional lecture - Electronic lecture using PowerPoint -Practicality - The method of explanation and discussion is individual and groups - The student joins, for example, a seminar on how to teach the language in the English language in a proper way. - A group workshop between the teacher and students in which they explain certain patterns using visual writing means.
Evaluation methods
<p>Evaluation is carried out through oral and written examinations and evaluation of research carried out by groups.</p> <p>10. General and qualifying skills transferred (other skills related to employability and personal development).</p> <p>D1- Perception: Understanding the meaning and formulating a concept.</p> <p>D2- Application: Use of information in a new situation.</p> <p>D3- Dividing the information into parts to fully understand it .</p> <p>D4- Synthesis: Gathering ideas and forming something new.</p>

d. General and qualifying skills transferred (other skills related to employability and personal development).

D1 . Teaching skills acquired from seminars and developmental courses in the field of continuing education in the mental, physical and emotional aspects.

D2 .Benefiting from scientific experiments and studies in disciplines similar to developed countries and similar to the environment

Educational in a way that contributes to its development in all aspects.

D3--Developing the student's mental abilities

D4- Developing skill abilities and dealing with students' levels.

Teaching and learning methods

- Explanation, direct delivery and presentation by means of illustration
- Discussion during the lecture
- Use interrogation methods and implicit questions.

Evaluation methods

- Daily testing and reports
- Monthly tests
- Final exams

121. Program Architecture

Credit Hours		Course Name	Course or Course Code	Grades
practical	theoretical			
2	1	Language		Third

122. Planning for personal development

1- Working to raise the linguistic proficiency of English language learners by

reading and analyzing texts to learn the basics of grammar.

2- The curriculum should be adapted to the present and future of students

3- The teacher should have an influential personality in order to leave an impact on the hearts of students

123. Admission criterion (setting regulations related to admission to a college or institute)

7- Central Admission

8- Student desire

9- Competitive rate between departments

124. The most important sources of information about the program

Electronic references for approved books/

Central Library

Textbooks

Curriculum Skills Outline

Please tick the boxes corresponding to the individual learning outcomes from the program under evaluation.

Learning outcomes required from the program																fundamental Or optional	Course Name	Course Code	Year/Lev el
General and qualifying skills transferred (Other skills related to employability and personal development)				Emotional and value goals				Program Skills Objectives				Cognitive Objectives							
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Essential	Language		Third

Course Description Form

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities. It must be linked to the program description.

College of Education for Human Sciences	93. Educational institution
English Language	94. Scientific Department Center
Language	95. Course Name/Code
Third Stage Students	96. Available Attendance Forms
First Semester + Second Semester/2024	97. Semester / Year
9weekly	98. Number of Credit Hours (Total)
2024/3/19	99. The history of preparation of this description
100. Course Objectives	
1. Knowledge of the linguistic components of the branches of linguistics.	
2. Improve the level of grammatical writing.	
3. Develop the use of the language correctly.	
4. Develop the ability to form an accurate description of the language	

101. Course Outcomes and Methods of Teaching, Learning and Assessment

A- Knowledge Objectives

A1-1 - Identification of grammatical foundations

2- Familiarize yourself with scientific terms.

3- Identify the structures of grammatical sentences.

B - Course skills objectives

B1 Acquire initial knowledge in the English language and the terminology used.

B2- Qualifying the student to learn about scientific subjects in the coming stages.

B3- Developing learning skills in English

Teaching and learning methods

1- Theoretical and practical lectures.

2- Use of teaching aids (presentations and scientific films)

3- Practicality.

Evaluation methods

Semester theoretical and practical tests, discussion during the lecture and final exams

C- Emotional and value goals

A1- Reception: The student's desire to receive the lesson and pay attention to it.

C2- Response: Beyond mere attention to the phenomenon in an active and effective manner.

C3- Valuation (evaluation) Evaluation of the learner and his appreciation of any phenomenon and behavior and the lesson itself and its role in daily life.

C4- Organization: The teacher represents the lesson sequentially, determines the mutual relationships between them, and establishes dominant values.

Teaching and learning methods

1- Brainstorming

- 2- Discussion
- 3- Manifold questions in language.

Evaluation methods

- Weekly assignments
- Semester exams
- Evaluating the student through classroom performance and participation in various events.

d. General and rehabilitative skills transferred (other skills related to employability and personal development).

D1- - Reviews of previous steps and their outputs

D2- Access to scientific developments through books and periodicals

D3- Access to the information network in the field of English language

D4- Conducting discussions and seminars with those with specific competence to raise the development of knowledge

102. Course Structure

Evaluation method	Method of education	Unit or subject name	Required Learning Outcomes	Hours	The week
Enables the student to know the history	Lecture & Discussion	Overview of linguistics as a science. What is language? A brief History of linguistics	Informed overview Language and a Brief History of Science Language	16	1-4
Explanation and guidance	Lecture & Discussion	Sounds and sound systems	Acoustics knowledge and science Sounds and voice change	16	5-8
Explanation and guidance	Lecture & Discussion	Morphology and Syntax	Knowledge of construction and installation Words and sentences	8	9-11
Explanation and guidance	Preparing for the test	Semantics	Know the meaning of the word and the sentence	8	12
Explanation and guidance	Lecture & Discussion	Pragmatics	Know the meaning of the use of language and circulation	8	13
Explanation and guidance	Lecture & Discussion	Corpus linguistics	Knowledge of the language code And analyze many texts	8	14
Test & Discuss	Written exam	Cognitive linguistics	Knowledge of language as a system Synthetic interconnected	8	15
Test & Discuss	Lecture & Discussion	Structural linguistics	Knowledge of the rules system Grammatical composition Word groups	8	16
Testing & Asking	Lecture & Discussion	Functional linguistics	Knowledge of the functions of language	8	17
Student presentation + daily test +	Lecture & Discussion	Sociolinguistics	Knowledge of the language in relation to BThe social factors	8	18

question					
=	=	Stylistics	Knowledge of method analysis Texts and author	8	19
			Written exam		

103. Infrastructure

Linguistics by Jean Aitchison	11- Required textbooks
Fromkin, V. (ed.) (2000) Linguistics: An Introduction to Linguistic Theory. Blackwell Publishing	12- Main reference (sources)
<ul style="list-style-type: none"> · Crystal, D. (2007). <i>How language works: How babies babble, words change meaning, and languages live or die.</i> Penguin. · Jeffries, L. (2006). <i>Discovering language: the structure of modern English.</i> Macmillan International Higher Education. 	K) Recommended books and references (scientific journals, reports,
Meyer, C. F. (2009). <i>Introducing English Linguistics.</i> New York, NY: Cambridge University Press www.teachyourself https://books.google.com https://www.ohio.edu Mariam website Britannica website	L) Electronic references, websites,

104. Course Development Plan

Communicate in the development of the curriculum based on recent versions books and references.

Academic Program Description

إذا عُمِّمَتْ نَتَائِجُهَا مَبْرُوطًا لِمَطْلُوبِ ائْمَنٍ لِمَتَوَقُّعَةٍ لَتَعْلَمَ تَمَخَّرَاجُ لِبِرْنَامِجِ ائْصَانِصِ مَهْلًا مَقْتَضِيًا زَائِجًا ائْهِيْمِي دَلَاكَا لِبِرْنَامِجِ صَفْوِ يُوْفِرُ لِبِرْنَامِجِ ضَمَنَ رَمَقْرَ لِكُلِّ صَفْوِ يَصَاحِبُهُ وِلْمَتَاحَةٍ. صِ الفِرامِنِ يِ لِقِصْوَدَةِ اِلسْتِفَااقِدِ حَقَقِ نِ كَا

Ministry of Higher Education and Scientific Research / Muthanna University	1. Educational institution
Faculty of Education for Human Sciences	2. Scientific Department / Center
English Language in methods and approaches teaching	3. Name of the academic or professional program
Bachelor of English Language	4. Name of the final certificate
annual	5. Academic System: Annual / Decisions / Other
None	6. Accredited Accreditation Program
Ministry of Higher Education and Scientific Research / Ministry of Education	7. Other external influences
2024/3/20	8. Date of preparation of the description
9. Objectives of the academic program	
- Qualifying students to master the English language with all its linguistic skills and cultural background.	
- Preparing students who are proficient in the four skills of the English language: comprehension and comprehension, speaking, reading, and writing.	

- Preparing and training students who are able to write scientific and applied research in the English language and publish them in scientific journals.

- Enable students to master critical and literary analysis, translation and applied and theoretical language teaching.

- Familiarity with a variety of teaching methods of modern teaching methods such as films, videos, language and phonetics laboratory and others
It qualifies them to teach English effectively and effectively.

- Encourage a critical understanding of the thought and cultures of the English-speaking world, and open channels of cultural dialogue with nations and peoples English speaker.

10. Required Program Outcomes and Methods of Teaching, Learning and Assessment

A-A Knowledge Objectives

- A-1 Learn the old and modern methods
- A-2 Speak good language
- A3 The role of the teacher in each class and its negatives and positives
- A-4 Scientific material

B- Skills objectives of the program:

- B1 Listening
- B2 Speaking
- B 3 writing

Teaching and learning methods

- Clarification and explanation of study materials by teaching staff using different classroom techniques to attract attention

Student

s.

- Traditional methods by simplifying the scientific material, the method of lecture.
- Encourage students to learn and self-explore knowledge by visiting libraries and websites

To obtain additional knowledge of the study materials.

- Improving students' skills in critical and creative thinking by providing them with additional educational courses for the subjects.

Evaluation Methods

- Monthly, quarterly and final written and oral exams.
- Rapid exams . Quizzes)
- Setting grades for the assigned home duties.
- Writing reports, masters and presentations.
- Specific grades for homework by writing self-reports on the topic of the lecture.

C- Emotional and value goals:

C-1 Participation of students in activities

C-2 Encourage students to participate in periodic discussions in the lecture

C-3 Knowledge and understanding of the importance of the English language

C-4 Encouraging students to expand their language culture

Teaching and learning methods

- Encourage students to form discussion groups during lectures to discuss topics that require thinking and analysis

And exchange and accept the opinions of the other party.

- Group learning in the spirit of one team.

- Field visits to some model schools or screening films and videos to convey a realistic image

And learn about the culture of countries that speak English.

- Providing mini-lectures by the student.
- Always presenting lessons in different styles and in a variety of ways using suspense and one of those methods is the story style

Which is considered the most important way to support emotional goals, especially in literary materials.

d. General and transferable skills (other skills related to employability and personal development).

D-1 Classroom management and control skills.

D-2 The skill of linking the material to reality using examples of reinforcement from daily life.

D-3 Evaluation skill.

D-4 The skill of linking material to reality using examples of reinforcement from daily life.

Teaching and learning methods

- Sending students for training in training institutions and institutes.
- Inviting some professional bodies and organizing meetings with students.
- Employing curricula in coordination with the departments with which he will deal.
- Develop curricula by the department similar to the work environment.
- Encourage critical thinking and judgment.
- Training students to solve problems, and create a fertile environment for creativity.

Evaluation Methods

- Provide criteria for evaluating the selection process by linking the results of the selection process with the evaluation of merit-based performance.
- Provide fair, correct, good-faith and impartial criteria against which to assess.
- Apply continuous evaluation procedures based on the results of the evaluation.

Program Structure				
Credit Hours		Course Name	Course or Course Code	Stage of Study Level / Year
practic al	theor etica l			
	6	Teaching methods	/	Third Stage

11. Planning for personal development

- Employing innovative reinforcement methods to enhance students.
- Exchange of experiences with professors who teach the same courses in other colleges and other universities.
- Employing new teaching methods.
- Participate in the evaluation and development of the curriculum and analyze it into its various elements.
- Periodic evaluation of the course description through various feedback by teachers and students.
- Familiarity with the skills and techniques of rapid access to knowledge and information such as computers and the Internet and others.

12. Admission criterion (setting regulations related to enrollment in the college or institute)

- To meet the admission requirements determined by the Ministry of Higher Education and Scientific Research .
- To be willing to study in the department of his choice.
- **Must have a** certificate of completion of preparatory school or its equivalent from other countries.
- To pass the aptitude test and personal tests - and tests of readiness to work in the teaching profession -
- Passing the medical examination.

13. Main sources of information about the program

- Curricular books and courses.
 - For up-to-date academic research sites on the Internet, and subscription to electronic databases
- Area of specialization.
- Scientific references and books.
 - Availability of hardware, equipment, materials and software appropriate to the specialization.
 - The availability, diversity, modernity and coverage of books and periodicals for all areas of knowledge in the specialization.
 - The existence of an electronic system for managing educational content and the availability of electronic materials.

Curriculum Skills Planner

Please tick the boxes corresponding to the individual learning outcomes of the program subject to evaluation.

Learning outcomes required from the program

Transferred general and qualification skills (other skills related to employability and personal development)				Emotional and value goals				Program Skills Objectives			Knowledge Goals				Basic or optional	Course Name	Course Code	Year / Level
4D	3D	2D	1D	4C	3C	2c	1C	3b	2b	1b	4A	3A	2A	1a				
The skill of linking matter to reality using examples of reinforcement from life Daily.	Evaluation skill	The skill of linking matter to reality using examples of reinforcement from life Daily.	The skill of classroom management and control	Know and understand the importance of the English language	Encourage each other students to participate in periodic discussions in the lecture	Encourage students to expand their linguistic culture	Student Engagement In activity	Writing	Talk	Listen	Scientific material	The role of the professor is a chapter in each that explains its negatives and Pros	Speak good language	Learn the ways of the old and the modern	Essential	Teaching methods of the third stage	/	2023-2024 Study Initial
																		ساعد

Course Description Form

Course Description

This course description provides a brief summary that inspired the course characteristics and learning outcomes expected of the student to achieve, proving whether he or she made the most of the available learning opportunities. It must be linked to the program description.	
Muthana University / College of Education	1. Educational institution
English Language	2. Scientific Department / Center
Teaching Methods / Third Approaches and Methods of Teaching	3. Course Name/Code
Lecture Hall	4. Available attendance formats
annual	5. Semester/year
96 hours (6. Number of academic hours (total)
2024/3/20	7. Date of preparation of this description
8. Course Objectives	

- Identify the different teaching methods, their features and determinants, and train to choose the appropriate methods

According to educational positions .

- Distinguish the difference between the methodology, vocabulary, types of vocabulary and Bloom's classification.
- Identify the curricula and their types
- Contribute to the professional preparation of English language students, and enable them to teach English in Middle and secondary stage effectively.

9. Course outcomes and methods of teaching, learning and evaluation

A- Knowledge Objectives

A-1 Ancient and modern methods of teaching.

A-2 The role of the teacher or teacher in each method, its disadvantages and advantages/objectives.

A-3 Teaching steps for each method.

A-4 Students know the types of curricula designed and methods of construction, teaching and evaluation

A5 Difference between Methodology, Vocabulary, Types of Vocabulary and Bloom's Classification

A-6 Students' knowledge and understanding of language skills and how to employ them in the lesson.

B- Course Skill Objectives

B1 - Listening.

B2 - Speech.

B3 - Reading.

B4 - Writing.

Teaching and learning methods

- The traditional method (lecture delivery) and the method of individual work, lecture and discussion.
- Teaching using grade technology, presentations.
- Group and collaborative learning.
- Presenting samples of real dialogues to students.

Evaluation Methods

- Paper and pen test, editorial test.
- Daily testing
- Use of short oral daily tests.

C- Emotional and value goals

C.1 Better understanding and use of information.

C-2 The student should listen attentively to the teacher's explanation of the course during the lecture.

C-3 Interaction as groups or with the professor.

C-4 The student should appreciate the role of teaching curricula and methods in delivering the scientific material after the professor discusses it.

Teaching and learning methods

1. View lessons and dialogues using D Show, as well as Point Power
2. Encourage students to write self-reports and criticism on the teaching methods and methods used and compare them from Terms of positive and negative aspects.
- 3- Participation of students in providing various classroom lectures according to ancient and modern teaching methods and methods using slideshow or video program.

<p>4. Field visits to middle and high schools to help hone students' skills and enhance responsibility</p> <p>Scientific in expanding students' perceptions .</p> <p>5. Urging students to learn about the most important modern and contemporary methods used in teaching language courses English at all stages through the use of modern technology and websites.</p>
Evaluation Methods
Exam (oral and written) and daily exam
<p>d . Transferred general and qualification skills (other skills related to employability and personal development).</p> <p>D-1 Communication and speaking using the English language.</p> <p>D-2 Reading and reading in the field of academic knowledge development, general culture and in the field of education.</p> <p>D-3 Writing continuously.</p> <p>D-4 Attending seminars, educational meetings, courses, training workshops, exchange of visits and classes</p> <p>Watching.</p> <p>D5 - Continuous reading.</p>

10. Course structure (curricula and methods of teaching English as a foreign language)					
Evaluation method	Method of education	Name of the unit / course or topic	Required Learning Outcomes	Hours	The week
Tests	Lecture	Old methods Grammar translation method +Direct Method	The student's knowledge of the role of the teacher or teacher in Old roads, Disadvantages and advantages/go als	12	1-4

Tests	Lecture	Audio lingual method	Student perception of the role Teacher or teacher in the audio method Orality, its disadvantages And its advantages/ goals	12	8-4
Tests	Lecture	Silent Way Method	The student's knowledge of the role The teacher or the teacher in The deaf method - its disadvantages And its advantages/ goals	12	12-8
Tests	Lecture	Desuggestopedia and Community Language	The student's knowledge of the role of the teacher or teacher in These two ways, Disadvantages	12	16-12
Tests	Lecture	Total Physical Response and Communicative Approach	The student knows the role of the teacher or teacher in these two ways, Disadvantages and advantages / goals	12	18-16
Tests	Lecture	Lesson plan+ teaching aids	How to make a daily plan Included in its parts and the use of means Educational	12	18-20
Tests	Lecture	Difference between syllabus and curriculum	Distinguishing the difference between the curriculum and vocabulary	12	20-24
Tests	Lecture	Ideologies and Component of curriculum	Knowledge of ideologies and components of the curriculum	12	24-28

12. Infrastructure	
<p>A. Techniques and Principles in Language Teaching. By: Diane Larsen-Freeman (2000). (2nd Edition). Oxford: Oxford UP.</p> <p>B. Trends in ELT Syllabus Design. By: Prof. Shaza Al-Saadi (2012).</p>	<ul style="list-style-type: none"> ▪ Required textbooks
<p>A. Methods of Teaching English to Arab Students. By: Najat Al-Mutawa and Taseer Kailani (1989). Longman</p> <p>B. Celce-Murcia, Marianne (Editor). (2001). Teaching English as a Second or Foreign Language. (3rd Ed) USA. Heinle and Heinle Publishers.</p> <p>C. Richards Jack and Raymond Renandia (2002). Methodology in Language Teaching: An Anthology of Current Practice. Cambridge: Cambridge University Press.</p>	<ul style="list-style-type: none"> ▪ Main references (sources)

<p>Making reports on the methods that have been studied and discussed in front of the students, and the questions are directed and reports are made on the daily plan</p>	<p>1. Recommended books and references scientific periodicals, Reports... etc.(</p>
<p>Watching videos of real teaching about each method studied provided by Diane Larsen-Freeman</p>	<p>References & Websites ...</p>

13. Course Development Plan

To develop the current course and seek to improve language skills and language communication skills English for students through the adoption of modern and different strategies and the integrated use of technical means in teaching, teaching and evaluation methods, although the process of teaching English language lives in a gap between the teacher and the curriculum

Therefore, it needs to be closed by modern scientific methods that keep pace with modern educational, educational and technical developments, including:

1. Special requirements (including, for example, workshops, periodicals, software and websites.
- 2- Adding vocabulary related to teaching the four language skills, namely speaking, listening, reading, writing and Teaching, strategies and foundations of evaluation among students.
- 3- A seminar for students and teachers on how to learn via the Internet.
4. Evaluation of English language books that include the methods and methods of teaching followed, their philosophy and procedures in the light of the foundations of the curriculum and its elements (objectives, content, methods, activities and evaluation)
- 5- Encouraging students to analyze and criticize the English language curricula and English language books in the light of the foundations of the curriculum and its elements.
- 6- A seminar for students and teachers on the use of technology in learning and teaching.

Academic Program Description

This academic program description provides a brief summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program

Ministry of Higher Education and Scientific Research	Educational institution	1
Al , Muthanna University		
College of Education for Human Sciences Department of English Language	Scientific Department / Center	2
Educational Guidance	Name of academic or vocational program	3
Bachelor	Final Certificate Name	4
Annual study system	Academic System: Annual / Decisions / Other	5
Adopting international comprehensive education quality standards and the standards of the Association of Arab Universities in the field of education quality.	Accredited Accreditation Program	6
Ministry of Higher Education and Scientific Research, Ministry of Education.	Other external influences	7
20 /3/2024	History of the preparation of the description	8
Objectives of the Academic Program		9
Introducing the student to the date of guidance and its stages		D-
Introducing the student to the importance of guidance and its contrast with the vocabulary of guidance and advice		In-
Clarifying the work of counseling, educational counselor and teacher counselor		C-

How to get information about people who need mentoring work	D-
Achieving the principle of compatibility and integration among misfits within schools	E -
Knowing the most important counseling, educational, therapeutic and professional problems that need extension work	And-
Study all aspects of students' mental health and know how to address them	G-
Enable the student how to research the history of education .	Going to-

125. Required Program Outcomes and Teaching, Learning and Assessment Methods
<p>A-A cognitive objectives.</p> <p>A1- The student should know the concept of guidance.</p> <p>A2- The student should explain the importance of guidance.</p> <p>A3- The student should set a set of goals for guidance</p> <p>A4- The student should analyze the types of guidance</p> <p>A5- The student should conclude the importance of modern guidance</p> <p>A6- The student should do and teach guidance in all aspects of his life.</p>
<p>B - Skills objectives of the program:</p> <p>B1 – The student to devise radical solutions to address students' problems</p> <p>B2 – To go beyond traditional solutions in the practice of extension work</p> <p>B3 - The student is committed to wishing his skills through training and continuous follow-up</p>
Teaching and learning methods
<p>1 Theoretical lectures</p> <p>2 Giving practical lectures</p> <p>3 Questions, answers and classroom interaction</p>
Evaluation methods
<p>1Development of oral and written tests</p> <p>2 The extent of the student's commitment to attendance and discussion</p> <p>3 Evaluating the student through his commitment to dress and proper form</p>

C- Emotional and value goals:

C1- The student should conclude the importance of the essay questions.

C2- The student should analyze the types of objective questions.

C3- The student should realize the relationship between counseling and the environment.

C4- The student should express his opinion on the role of guidance in human life.

Teaching and learning methods

1 Theoretical lectures

2 Giving practical lectures

3 Questions, answers and classroom interaction

Evaluation methods

Achievement tests at the emotional level of the Krathol classification.

d. General and qualifying skills transferred (other skills related to employability and personal development).

D1- The skill of classroom management and control.

D2- The skill of asking questions.

D3- Evaluation skill.

D4- The skill of linking the material to reality using reinforcement examples from daily life

Teaching and learning methods

Using all methods and means that would create a student who enjoys a scientific method in the process of guidance, guidance and communication with the community, especially primary, middle and middle school students

Evaluation methods

Achievement tests of various types and levels.

126. Program Architecture				
Credit Hours		Course Name	Course or Course Code	Grades
practical	theoretical			
4		Educational Guidance	/	Third

127. Planning for personal development	
Enabling the student to be open to global cultures , which creates future opportunities to develop his capabilities at the professional, intellectual and social levels	
22- Admission criterion (setting regulations related to admission to a college or institute)	
1 The student must have completed his secondary education in the literary and scientific specialization 2. To have a real desire to join the department 3. Have a mark that affects his work as a teacher 4 Pass the personal interview	
23- The most important sources of information about the program.	

References and sources from books, research, studies, periodicals and various means of communication from the Internet and others in the subject of the foundations of education, measurement and evaluation in counseling and educational psychology.

Curriculum Skills Outline

Please tick the boxes corresponding to the individual learning outcomes from the program under evaluation.

Learning outcomes required from the program

Transferred general and qualifying skills (other skills related to employability and personal development)				Emotional and value goals				Program Skills Objectives			Cognitive goals				fundamental Or optional	Course Name	Course Code	Year/Level
D4	D3	D2	D1	C4	C3	C2	C1	B3	B2	B1	A4	A3	A2	A1				
The skill of linking the material to reality using reinforcement examples	Evaluation skill	The skill of linking the material to reality using reinforcement examples	The skill of classroom management and control	The student should realize the relationship between ancient and modern	The student should be aware of the relationship between counseling	The student should analyze the types of modern guidance .	The student concludes the importance of guidance	The student should use the data shop device to display the types of	The student should prepare a photographer on the blackboard, explaining the	The student should draw a diagram showing the eras of guidance	The student should analyze the types of guidance	The student should enumerate the forms of guidance	The student should explain the importance of guidance	The student should know the concept of counseling	Essential	Educational Guidance	/	2023-2024 Preliminary study

from daily life.		es from daily life.		n counseling	and the environment			guidance	method of research in the history of guidance									
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Course Description Form
Eng. Sabih Nazem Matrood

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities. It must be linked to the program description.

Ministry of Higher Education and Scientific Research Al , Muthanna University	Educational institution	105
College of Education for Human Sciences Department of English Language	Scientific Department / Center	106
Educational Guidance	Course Name/Code	107
Students	Available Attendance Forms	108
Academic Year (2023-2024)	Semester / Year	109
60 credit hours	Number of Credit Hours (Total)	110
20 /3/2024	The history of preparation of this description	111
Course Objectives		112
Introducing the student to the date of guidance and its stages		E
Introducing the student to the importance of guidance and its contrast with the		In-

vocabulary of guidance and advice	
Clarifying the work of counseling, educational counselor and teacher counselor	C-
How to get information about people who need mentoring work	D-
Achieving the principle of compatibility and integration among abnormal people within schools	E -
Knowing the most important counseling, educational, therapeutic and professional problems that need extension work	An d-
Study all aspects of students' mental health and know how to address them	G-

113. Course Outcomes and Methods of Teaching, Learning and Assessment

A- Knowledge Objectives

- A1- The student should know the concept of guidance.
- A2- The student should explain the importance of guidance.
- A3- The student should set a set of goals for guidance
- A4- The student should analyze the types of guidance
- A5- The student should conclude the importance of modern guidance
- A6- The student should do and teach guidance in all aspects of his life.

B - Course skills objectives

- B1 – The student to devise radical solutions to address students' problems
- B2 – To go beyond traditional solutions in the practice of extension work
- B3 - The student is committed to wishing his skills through training and continuous follow-up

Teaching and learning methods

- 1 Theoretical lectures
- 2 Giving practical lectures
- 3 Questions, answers and classroom interaction

Evaluation methods

- 1 Development of oral and written tests
- 2 The extent of the student's commitment to attendance and discussion
- 3 Evaluating the student through his commitment to dress and proper form

C- Emotional and value goals

- C1- The student should conclude the importance of the essay questions.
- C2- The student should analyze the types of objective questions.
- C3- The student should realize the relationship between counseling and the environment.
- C4- The student should express his opinion on the role of guidance in human life.

Teaching and learning methods
C1 Deductive questions method C2 Discussion method C3 The review method that links what is presented and what has been previously presented
Evaluation methods
Achievement tests at the emotional level of the Krathol classification.
d. General and rehabilitative skills transferred (other skills related to employability and personal development). D1- Preparing researchers capable of scientific research within the field of educational guidance D2- Preparing professional teachers capable of teaching educational counseling

114. Infrastructure

Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours 60	The week 30
Achievement / written and oral tests	Discussion method and deductive questions	Historical knowledge of educational counseling	Bachelor of Education (English Language Sciences)	2	First
=	=	Concepts of educational counseling	=	2	Second
=	=	AThe types of guidance	=	2	Third
=	=	Educational and its objectives	=	2	Fourth
=	=	Guiding principles	=	2	V
=	=	The importance of guidance	=	2	Sixth
Written exam		Guidance Schools	=	2	Seventh
Written and	=	Therapeutic	=	2	Eighth

oral tests		counseling areas			
=	=	Career Guidance Areas	=	2	Ninth
=	=	Fields of Educational Counseling	=	2	X
=	=	Family Counseling Fields	=	2	Eleventh week
=	=	Guidance methods	=	2	Twelfth week
=	=	Guidance methods	=	2	Thirteenth week
=	=	Guidance Information	=	2	Fourteenth week
=	=	Guidance Information	=	2	Fifteenth week
=	=	Sources of information	=	2	Sixteenth week
=	=	Sources of information	=	2	Seventeenth week
=	=	Mental Health	=	2	Eighteenth week
Written exam	=	Mental Health	=	2	Nineteenth week
Written and oral tests	=	Educational Counselor	=	2	Week 20
=	=	Educational Supervision	=	2	Twenty one
=	=	Educational Supervision	=	2	Twenty-second
=	=	Teacher Guide	=	2	Twenty-third
=	=	Its importance and tasks	=	2	Twenty-fourth
=	=	Teacher Guide	=	2	Twenty-fifth

=	=	Its importance and tasks	=	2	Twenty-sixth
=	=	Characteristics of the educational counselor	=	2	Twenty-seventh
=	=	The difference between a psychological counselor and a teacher counselor	=	2	Twenty-eighth
=	=	Psychological adjustment	=	2	Twenty-ninth
=	=	Psychological integration	=	2	Xxx

Government Educational Guidance Book	13- Required textbooks
Abbreviations of the miscellaneous counseling material	14- Main references (sources)
Guidance and Guidance Book Family Guidance Book Child Guidance Book	M) Recommended books and references (scientific journals, reports,
Comprehensive Search Site Telegram pages for guidance	N) Electronic references, websites,

115. Course Development Plan
<p>1- Printing modern curricula in line with the problems of the modern era with regard to educational guidance.</p> <p>2 Keeping pace with the technological development regarding children's toys and the extent of its impact on their thinking and behavior</p> <p>3 Provide advanced supplies such as digital screens, photography and videos to make the interaction greater</p>

Academic Program Description

This academic program description provides a brief summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program

College of Education for Humanities	128. Educational institution
English Language	129. Scientific Department / Center
Student Expected Learning Outcomes Program	130. Name of academic or vocational program
Bachelor of Arts in English Language	131. Final Certificate Name
annual	132. Academic System : Annual / Decisions / Other
Quality Assurance and University Performance Standards Program	133. Accredited Accreditation Program
Preparing professional teachers to teach English in middle and middle schools	134. Other external influences
	135. History of the preparation of the description
<p>136. Objectives of the Academic Program</p> <p>1Ability to communicate effectively in English</p> <p>.2Ability to understand and translate texts to and from English</p> <p>.3Ability to teach English effectively</p> <p>.4Identify the world's literary works and their intellectual and human heritage</p>	

- .5Skill in writing texts in a sober academic style
- .6Analysis and criticism of literary texts

137.Required Program Outcomes and Teaching, Learning and Assessment Methods

A- Cognitive objectives

- A-1 Access to international literary texts of poetry, prose and theater
- A-2 Ability to formulate sentences correctly
- A-3 Assimilation of linguistic texts
- A-4 Knowledge of linguistic concepts and their applications
- A-5 Access to phonetic patterns and types

B- Skills objectives of the program

- B - 1 Develop the skill of listening and speaking
- B - 2 Develop the ability to write
- B - 3 Develop the ability to analyze and understand texts from an academic perspective

Teaching and learning methods

Using the communicative method, discussion, question and answer, activating the role of the audio laboratory and other audiovisual means

Evaluation methods

Daily, monthly and final exams

C- Emotional and value goals:

- C.1 Exposure to world cultures
- C.2 Openness to other societies

Teaching and learning methods

Using the communicative method, discussion, question and answer, activating the role of the audio laboratory and

other audiovisual means
Evaluation methods
Daily, monthly and final exams

<p>d. General and qualifying skills transferred (other skills related to employability and personal development).</p> <p>D-1 Preparing professional teachers capable of teaching English correctly</p> <p>D-2 Preparing researchers capable of scientific research within the field of English language</p>
Teaching and learning methods
Using the communicative method, discussion, question and answer, activating the role of the audio laboratory and other audiovisual means
Evaluation methods
Daily, monthly and final exams
138. Program Architecture

Credit Hours		Course Name	Course or Course Code	Grades
practical	theoretical			
2		Conversation		Fourth

139. Planning for personal development

Enabling the student to be open to global cultures, which creates future opportunities to fly his abilities at the professional and intellectual social level

140. Admission criterion (setting regulations related to admission to a college or institute)

The student must have completed his secondary education in the literary or scientific specialization

- .2To have a real desire to join the department
- .3Not have a disability that affects his work as a teacher
- .4Pass the personal interview

141. The most important sources of information about the program

1 Website of the College of Education for Human Sciences / Muthana University
.2 English Language Department website

Curriculum Skills Outline

Please tick the boxes corresponding to the individual learning outcomes from the program under evaluation.

Learning outcomes required from the program																fundamental Or optional	Course Name	Course Code	Year/Level	
General and qualifying skills transferred (Other skills related to employability and personal development)				Emotional and value goals				Program Skills Objectives				Cognitive Objectives								
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		Conversatio n		Fourth	

Course Description Form

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities. It must be linked to the program description.

Al-Muthanna University / College of Education for Human Sciences	116. Educational institution
English Language	117. Scientific Department / Center
Academic Writing	118. Course Name/Code
2 hours per week	119. Available Attendance Forms
annual	120. Semester / Year
64 hours	121. Number of Credit Hours (Total)
19/3/2024	122. The history of preparation of this description
123. Course Objectives	
6- Define the main idea of the sound material and analyze the specific information.	
7- Deduce the intention and position of the speaker.	
8- Complete a dialogue with phrases that illustrate multiple aspects of an issue.	
9- Analyze sentences and phrases to identify important information, abbreviations, stress and introductions.	

10-	Complete syllables using target vocabulary.

124. Course Outcomes and Methods of Teaching, Learning and Assessment
<p>A- Knowledge Objectives</p> <p>A1- Learn to speak proper English</p> <p>A2- Learn the correct use of vocabulary</p> <p>A3- Learn to listen and understand speech well</p> <p>A4- Use the rules properly</p>
<p>B - Course skills objectives</p> <p>B1 – Fluent language speaking skill</p> <p>B2 – The skill of entering into conversations with people</p> <p>B3 – Listening and comprehension skill</p>
Teaching and learning methods
<p>1- Lecture method</p> <p>2. Discussion method</p> <p>3- The method of individual and group homework</p>
Evaluation methods
<p>1- Written semester exams</p> <p>2. Daily oral exams</p> <p>3- Preparing homework</p>
<p>C- Emotional and value goals</p> <p>C1- Achieving the highest level of fluency in the language</p> <p>C2- Achieving the highest level of listening and understanding</p> <p>C3- Achieving the highest level of analysis efficiency</p>

d. General and rehabilitative skills transferred (other skills related to employability and personal development).

D1- Oral communication skill

D2- Writing skill

D3- Analysis skill

125. Course Structure					
Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
Exercise solution	Lecture & Discussion	Writing	The student's ability to express	12	1-6
Exercise solution	Lecture & Discussion	Reading	Analyze and interpret specific information	6	7-9
Exercise solution	Lecture & Discussion	Listening	Understand basic information in audio materials	6	10-12
Exercise solution	Lecture & Discussion	Speaking	Ability to express clearly and accurately in English.	6	13-15
Exercise solution	Lecture & Discussion	Vocabulary	Expand vocabulary balance	6	16-18
Exercise solution	Lecture & Discussion	Writing	The student's ability to express	6	19-21
Exercise solution	Lecture & Discussion	Reading	Analyze and interpret specific information	6	22-25
Exercise solution	Lecture & Discussion	Listening	Understand basic information in audio materials	6	26-28
Exercise solution	Lecture & Discussion	Speaking	Ability to express clearly and accurately in English.	6	29-30

126. Infrastructure	
TOEFL and IELTS	15- Required textbooks
Research & Articles	16- Main references (sources)

	O) Recommended books and references (scientific journals, reports,
WWW.Conversingoodway.org	P) Electronic references, websites,

127. Course Development Plan
Assigning students to search through books and the Internet for academic topics to know more broadly.

Academic Program Description

This academic program description provides a brief summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program

College of Education for Human Sciences	142. Educational institution
English Language	143. Scientific Department / Center
Language	144. Name of academic or vocational program
Bachelor of English Language	145. Final Certificate Name
annual	146. Academic System : Annual / Decisions / Other
Adopting the standards of the Association of Arab Universities. Warranty and quality / other institutions.	147. Accredited Accreditation Program
45-day application, teaching, use of department lab To develop the skills of female students IV: comprehension and comprehension, Speak, read, write	148. Other external influences
2024/3/19	149. History of the preparation of the description
150. Objectives of the Academic Program	
<p>- Graduating qualified professors in the field of specialization (teaching) equipped with good teaching skills.</p> <p>B - Development of teaching and educational staff in the field of specialization teaching English.</p> <p>Developing the academic and educational capabilities of human resources in a way that contributes to the development of students' language abilities in -C Secondary stages.</p> <p>D Developing research aspects in the field of linguistic and educational studies.</p>	

151. Required Program Outcomes and Teaching, Learning and Assessment Methods

A-A cognitive objectives.

A1- Memorizing or remembering information and perceiving it

A2- Comprehension and comprehension, i.e. 1- Developing mental abilities and skills
2- Translation
3- Interpretation
4- Inductive estimation

A3- Application: The use of abstract ideas in new and concrete situations

A4- Analysis: Any analysis of the material into its constituent elements and tracking the relationships between the parts and the way they are organized.

A5- Installation: Placing the elements and parts so that they are one whole

A6-Calendar

B - Skills objectives of the program:

B1. Providing students with specialized terminology and information .

B2. Students absorb educational information, concepts and terminology .

B3 .Apply concepts and information in the field of specialization in practical aspects.

4- Developing the linguistic wealth of students and providing them with many words and structures.

Teaching and learning methods

1- The traditional lecture method

2- E-learning method using PowerPoint and teaching methods.

3- Method of questioning and discussion

4- Brainstorming method

Evaluation methods

Modern methods and strategies that depend on the effort of the teacher and the learner

1- Daily and monthly oral and written exams

2- The method of application by the student himself

3- Open Book Exam

4- Research and Reports

C- Emotional and value goals:

A1- Reception: The student's desire to receive the lesson and pay attention to it.

C2- Response: Beyond mere attention to the phenomenon in an active and effective manner.

C3- Valuation (evaluation) Evaluation of the learner and his appreciation of any phenomenon and behavior and the lesson itself and its role in daily life.

C4- Organization: The teacher represents the lesson sequentially, determines the mutual relationships between them, and establishes dominant values.

Teaching and learning methods
<ul style="list-style-type: none"> -Traditional lecture - Electronic lecture using PowerPoint -Practicality <ul style="list-style-type: none"> - The method of explanation and discussion is individual and groups - The student joins, for example, a seminar on how to teach the language in the English language in a proper way. - A group workshop between the teacher and students in which they explain certain patterns using visual writing means.
Evaluation methods
<p>Evaluation is carried out through oral and written examinations and evaluation of research carried out by groups.</p> <p>10. General and qualifying skills transferred (other skills related to employability and personal development).</p> <p>D1- Perception: Understanding the meaning and formulating a concept.</p> <p>D2- Application: Use of information in a new situation.</p> <p>D3- Dividing the information into parts to fully understand it .</p> <p>D4- Synthesis: Gathering ideas and forming something new.</p>
<p>d. General and qualifying skills transferred (other skills related to employability and personal development).</p> <p>D1 . Teaching skills acquired from seminars and developmental courses in the field of continuing education in the mental, physical and emotional aspects.</p> <p>D2 .Benefiting from scientific experiments and studies in disciplines similar to developed countries and similar to the environment Educational in a way that contributes to its development in all aspects.</p> <p>D3--Developing the student's mental abilities</p> <p>D4- Developing skill abilities and dealing with students' levels.</p>
Teaching and learning methods
<ul style="list-style-type: none"> - Explanation, direct delivery and presentation by means of illustration - Discussion during the lecture - Use interrogation methods and implicit questions.

Evaluation methods				
-Daily testing and reports -Monthly tests - Final exams				
152. Program Architecture				
Credit Hours		Course Name	Course or Course Code	Grades
practical	theoretical			
2	1	Language		Third

153. Planning for personal development
1- Working to raise the linguistic proficiency of English language learners by reading and analyzing texts to learn the basics of grammar. 2- The curriculum should be adapted to the present and future of students 3- The teacher should have an influential personality in order to leave an impact on the hearts of students
154. Admission criterion (setting regulations related to admission to a college or institute)
10- Central Admission 11- Student desire 12- Competitive rate between departments
155. The most important sources of information about the program

**Electronic references for approved books/
Central Library
Textbooks**

Curriculum Skills Outline

Please tick the boxes corresponding to the individual learning outcomes from the program under evaluation.

Learning outcomes required from the program																fundamental Or optional	Course Name	Course Code	Year/Lev el
General and qualifying skills transferred (Other skills related to employability and personal development)				Emotional and value goals				Program Skills Objectives				Cognitive Objectives							
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Essential	Language		Third

Course Description Form

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities. It must be linked to the program description.

College of Education for Human Sciences	128. Educational institution
English Language	129. Scientific Department / Center
Language	130. Course Name/Code
Third Stage Students	131. Available Attendance Forms
First Semester + Second Semester/2024	132. Semester / Year
9weekly	133. Number of Credit Hours (Total)
2024/3/19	134. The history of preparation of this description
135. Course Objectives	
<ol style="list-style-type: none">1. Knowledge of the linguistic components of the branches of linguistics.2. Improve the level of grammatical writing.3. Develop the use of the language correctly.4. Develop the ability to form an accurate description of the language.	

136. Course Outcomes and Methods of Teaching, Learning and Assessment

<p>A- Knowledge Objectives</p> <p>A1-1 - Identification of grammatical foundations</p> <p>2- Familiarize yourself with scientific terms.</p> <p>3- Identify the structures of grammatical sentences.</p>
<p>B - Course skills objectives</p> <p>B1 Acquire initial knowledge in the English language and the terminology used.</p> <p>B2- Qualifying the student to learn about scientific subjects in the coming stages.</p> <p>B3- Developing learning skills in English</p>
<p>Teaching and learning methods</p>
<p>1- Theoretical and practical lectures.</p> <p>2- Use of teaching aids (presentations and scientific films)</p> <p>3- Practicality.</p>
<p>Evaluation methods</p>
<p>Semester theoretical and practical tests, discussion during the lecture and final exams</p>
<p>C- Emotional and value goals</p> <p>A1- Reception: The student's desire to receive the lesson and pay attention to it.</p> <p>C2- Response: Beyond mere attention to the phenomenon in an active and effective manner.</p> <p>C3- Valuation (evaluation) Evaluation of the learner and his appreciation of any phenomenon and behavior and the lesson itself and its role in daily life.</p> <p>C4- Organization: The teacher represents the lesson sequentially, determines the mutual relationships between them, and establishes dominant values.</p>
<p>Teaching and learning methods</p>
<p>1- Brainstorming</p>

- 2- Discussion
- 3- Manifold questions in language.

Evaluation methods

- Weekly assignments
- Semester exams
- Evaluating the student through classroom performance and participation in various events.

d. General and rehabilitative skills transferred (other skills related to employability and personal development).

D1- - Reviews of previous steps and their outputs

D2- Access to scientific developments through books and periodicals

D3- Access to the information network in the field of English language

D4- Conducting discussions and seminars with those with specific competence to raise the development of knowledge

137. Course Structure

Evaluation method	Method of education	Unit or subject name	Required Learning Outcomes	Hours	The week
Enables the student to know the history	Lecture & Discussion	Overview of linguistics as a science. What is language? A brief History of linguistics	Informed overview Language and a Brief History of Science Language	16	1-4
Explanation and guidance	Lecture & Discussion	Sounds and sound systems	Acoustics knowledge and science Sounds and voice change	16	5-8
Explanation and guidance	Lecture & Discussion	Morphology and Syntax	Knowledge of construction and installation Words and sentences	8	9-11
Explanation and guidance	Preparing for the test	Semantics	Know the meaning of the word and the sentence	8	12
Explanation and guidance	Lecture & Discussion	Pragmatics	Know the meaning of the use of language and circulation	8	13
Explanation and guidance	Lecture & Discussion	Corpus linguistics	Knowledge of the language code And analyze many texts	8	14
Test & Discuss	Written exam	Cognitive linguistics	Knowledge of language as a system Synthetic interconnected	8	15
Test & Discuss	Lecture & Discussion	Structural linguistics	Knowledge of the rules system Grammatical composition Word groups	8	16
Testing & Asking	Lecture & Discussion	Functional linguistics	Knowledge of the functions of language	8	17
Student presentation + daily test +	Lecture & Discussion	Sociolinguistics	Knowledge of the language in relation to BThe social factors	8	18

question					
=	=	Stylistics	Knowledge of method analysis Texts and author	8	19
			Written exam		

138. Infrastructure	
Linguistics by Jean Aitchison	17- Required textbooks
Fromkin, V. (ed.) (2000) Linguistics: An Introduction to Linguistic Theory. Blackwell Publishing	18- Main references (sources)
<ul style="list-style-type: none"> · Crystal, D. (2007). <i>How language works: How babies babble, words change meaning, and languages live or die.</i> Penguin. · Jeffries, L. (2006). <i>Discovering language: the structure of modern English.</i> Macmillan International Higher Education. 	Q) Recommended books and references (scientific journals, reports,
<p>Meyer, C. F. (2009). <i>Introducing English Linguistics.</i> New York, NY: Cambridge University Press www.teachyourself https://books.google.com https://www.ohio.edu Mariam website Britannica website</p>	R) Electronic references, websites,

139. Course Development Plan
Communicate in the development of the curriculum based on recent versions of books and references.

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities. It must be linked to the program description.

Al , Muthanna University	1. Educational institution
English Language / College of Education for Human Sciences	2. University Department / Center
Novel / Fourth Stage	3. Course Name/Code
theoretical	4. Available Attendance Forms
annual	5. Semester / Year
3 weekly	6. Number of Credit Hours (Total)
10/01/2024	7. The history of preparation of this description

8. Course Objectives

This course aims to give the student a complete idea of the modern era (twentieth century) in literature and how the industrial revolution affected the crystallization of new literature for this period. The student studies a number of English novels of particular interest to William Golden and George Orwell.

9. Course Outcomes, Teaching and Learning Methods, and Assessment Methods

A. Knowledge and understanding

A1- Renewal in ideas

A2- Learning about the cultures of a different society

A3- Learn how to link the literary text to the era in which it was written

A4 .

A5 .

A6 .

B – Course Skills Objectives

B1 . Understand how to deal with different situations

B2 – Application of literary theories to the novel

B4 . Going through the experience of analyzing the literary text within different frameworks such as philosophical or societal

B5 .

B6 .

Teaching and learning methods

Lectures – Text Discussions – Presentations – Short Film Screening

Evaluation methods

Written exams

Daily student activity in class

C. Emotional and value goals

A1 . Develop the student's skills through the linguistic formulations of a particular question or idea found in the text

A2 . Overcoming the difficulties facing the student in analyzing the literary text

A3. Identify the philosophical vision that aims to delight the mind.

A4 .

A5 .

A6 .

Teaching and learning methods

Questions, Discussions, Lectures

Evaluation methods

Correction of students' written and oral answers

d. General and Transferable Skills (Other Skills Related to Employability and Personal Development)

D1 . Use the information and expertise in the text in reality

D2 . Proficiency in English speaking

D3 . Develop skills and gain experience through listening and speaking

D4 . The skill of communicating with the rest of the students through the use of verbs in the text

D5 .

D6 .

10 Years. Course Structure					
The week	Hours	Required Learning Outcomes	Name of Unit/Subject	Method of education	Evaluation method
1	3	Postmodernism	Novel	theoretical	Discussion, tests
2	3	Introduction	Novel	theoretical	Discussion, tests
3	3	Lord of the flies	Novel	theoretical	Discussion, tests
4	3	Chapter 1 + analysis	Novel	theoretical	Discussion, tests
5	3	Chapter 2 + analysis	Novel	theoretical	Discussion, tests
6	3	Chapter 3 + analysis	Novel	theoretical	Discussion, tests
7	3	Chapter 4 + analysis	Novel	theoretical	Discussion, tests
8	3	Chapter 5 + analysis	Novel	theoretical	Discussion, tests
9	3	Chapter 6 + analysis	Novel	theoretical	Discussion, tests
10	3	Chapter 7 + analysis	Novel	theoretical	Discussion, tests
11	3	Chapter 9 + analysis	Novel	theoretical	Discussion, tests
12	3	Chapter 10 + analysis	Novel	theoretical	Discussion, tests
13	3	Chapter 11 + analysis	Novel	theoretical	Discussion, tests
14	3	Chapter 12 + analysis	Novel	theoretical	Discussion, tests
15	3	Revision of the whole text	Novel	theoretical	Discussion, tests
11. Infrastructure					
Textbooks			lord of the flies by William Golding - Never mind. Animals farm by George Orwell		
Main references (sources)			Lord of the flies- textbook		
Recommended books and references (scientific journals, reports)			Arnold, Kettle, An Introduction to the English Novel.		
Electronic References - Internet			https://www.sparknotes. Com https://www.goodreads.com		

M.M. Mushtaq Ghawad Jabbar

Department of English Language – College of Education for Human Sciences

**Academic description of viewing and application material
Academic Year 2023-2024**

Course Description

Teaching Name : Assoc. Prof. Dr. Harith Kazem Hassan

Stage: Fourth

<p>The subject of observation and application represents the practical aspect in preparing students of the College of Education to carry out the profession of teaching and school interaction, and it aims to develop professional competencies and personal and social characteristics, as well as the development of the skills necessary for the future teacher.</p> <p>The following general objectives can be identified for practical education programs:</p>	
Muthana University / College of Education for Humanities	1. Educational institution
English Language	2. Scientific Department
Watch & Apply	3. Course Name/Code
Came	4. Available attendance formats
First	5. Semester / Year
45	6. Number of Credit Hours (Total)
2024	7. Date of preparation of this description
	8. Course Objectives
	Helping the student teacher to identify the components of the school and institutional system, and the systemic interaction between these components
	Acquire the student-teacher and trainee a real understanding of his abilities and professional qualities, and work to develop them to the maximum extent possible.
	Linking theory and practice by putting into practice what the student teacher and trainee have learned in the theoretical aspect of the courses studied in the college.
	Testing the extent to which the student teacher and trainee are able to master the scientific

	material that he teaches and trains on, and the extent of his ability to develop it during the education and training process and thus increase understanding of the subject of specialization.
	Respect the teaching profession and the services related to it, appreciate its employees and form positive attitudes towards it.
	Assist the student-teacher and trainee to acquire competencies and professionalism that enable him to successfully perform currency in the field of personal qualities, teaching, training, evaluation of student growth and diversity in educational activities of interest to students
10. Course Outcomes and Methods of Teaching, Learning and Assessment	
Cognitive goals	
A1- - Study and review the different methods in teaching language skills	
A2- Developing students' skills in teaching various language skills	
A3- Developing students' skills in controlling the class and dealing with individual differences	
A4- Developing students' skills in learning evaluation	
A5- Developing students' skills in teaching planning	
Course skills objectives.	
B1- Enabling students to acquire basic teaching skills	
B2- Practical training of students on actual teaching in schools	
B3- Apply modern teaching strategies	
B4- Acquires the skill of social interaction	
	Teaching and learning methods
lecture, and discussion, short reports, induction and measurement, and problem solving By watching View educational videos	
Evaluation methods	
1- Micro-teaching 2- Daily exams 3- Preparation of research and reports 4- Field visits to schools 5- Recording videos for micro-education and watching performance	
C. Emotional and value goals	
C1 - Enhancing the positive attitude of students towards the teaching profession	
C2- Enhancing positive communication skills between applied students and students in schools	
Teaching and learning methods	

1- Preparation of research and reports 2- Class discussion				
Evaluation methods				
1- Class discussion 2- Preparation of research and reports				
10. General and qualifying skills transferred (other skills related to employability and personal development). D1- Verbal communication D2- Presentation of questions D3) Teamwork				
11. Course Structure				
Structure				
Evaluation method	Method of education	Unit or subject name	Required Learning Outcomes	The week
Daily and oral test	Practical and theoretical application	Why viewer and app?	Knowledge of theoretical and practical aspects	1
Daily and oral test	Practical and theoretical application	Language Teaching Skills	Knowledge of theoretical and practical aspects	2
Daily and oral test	Practical and theoretical application	Classroom Management	Knowledge of theoretical and practical aspects	3
Daily and oral test	Practical and theoretical application	Classroom viewing	Knowledge of theoretical and practical aspects	4
Daily and oral test	Practical and theoretical application	Principles of practical application	Knowledge of theoretical and practical aspects	5
Daily test	Practical application	Formulation of behavioral goals	Knowledge of practical aspects	6
Daily test	Practical application	Preparation of the annual and quarterly plan	Knowledge of practical aspects	7
Micro-teaching	Practical application	Prepare a daily plan	Knowledge of practical aspects	8
Micro-teaching	Practical application	Teaching classroom events	Knowledge of practical aspects	9

Micro-teaching	Practical application	Teaching prepositions	Knowledge of practical aspects	10
Micro-teaching	Practical application	Vocabulary Teaching	Knowledge of practical aspects	11
Micro-teaching	Practical application	Teaching listening skill	Knowledge of practical aspects	12
Micro-teaching	Practical application	Teaching speaking skill	Knowledge of practical aspects	13
Micro-teaching	Practical application	Teaching reading skill	Knowledge of practical aspects	14
Micro-teaching	Practical application	Teaching writing skill	Knowledge of practical aspects	15
Micro-teaching	Practical application	Teaching Communication	Knowledge of practical aspects	16
Micro-teaching	Practical application	Teaching Culture	Knowledge of practical aspects	17
Daily test	Practical and theoretical application	Systematic book analysis	Knowledge of theoretical and practical aspects	18
Daily test	Practical and theoretical application	Teaching Planning	Knowledge of theoretical and practical aspects	19
Daily test	Practical and theoretical application	Analysis of English for Iraq	Knowledge of theoretical and practical aspects	20
Daily and oral test	Practical and theoretical application	Ethics of the teaching profession	Knowledge of theoretical and practical aspects	21
Field visits			Practical application in schools	22
Field visits			Practical application in schools	23
Field visits			Practical application in schools	24
Field visits			Practical application in schools	25
Field visits			Practical application in schools	26
Field visits			Practical application in schools	27

	Introducing	Class discussion	Discussion of student reports	Knowledge of theoretical and practical aspects	28
	Introducing	Class discussion	Discussion of student reports	Knowledge of theoretical and practical aspects	29
	Introducing	Class discussion	Discussion of student reports	Knowledge of theoretical and practical aspects	30

12. Infrastructure	
Undergraduate Practicum Course English language textbook "English for Iraq"	1- Required textbooks
A Course in Language Teaching : Practice and Theory. By Penny Ur	2- Main references (sources)
Books Articles on modern teaching methods of the English language	Recommended books and references (scientific journals, reports, ...)
All sites dealing with modern teaching methods of English	Electronic references, websites ...

13. Course Development Plan
<ul style="list-style-type: none"> - Continuous review of the objectives of the course to update them continuously - Making continuous adjustments to the vocabulary of the course to introduce modern topics related to the methods of teaching English and taught in international universities to keep pace with the development in this field. - Work on the preparation of educational materials and videos dealing with modern teaching of the English language and hosting distinguished teachers with experience to provide training lessons for students. - Investigating students' opinions regarding the course and its vocabulary and collecting and evaluating information for the purpose of making adjustments that would develop the course

Academic Program Description

This academic program description provides a brief summary of the most important characteristics of the program and the learning outcomes expected of the student to achieve, proving whether he has made the most of the available opportunities. It is accompanied by a description of each course within the program

Muthanna University College of Education	156. Educational institution
Department of English Language	157. Scientific Department / Center
English Language	158. Name of academic or vocational program
Bachelor	159. Final Certificate Name
annual	160. Academic System : Annual / Decisions / Other
There isn't any	161. Accredited

	Accreditation Program
45-day application, teaching, using the department's laboratory to develop the skills of the four students: comprehension and comprehension, speaking, reading, writing	162. Other external influences
2024/3/20	163. History of the preparation of the description
164. Objectives of the Academic Program	
1 Preparing a generation of teachers for intermediate and preparatory education with the ability to teach English in these educational seminars	
2- Preparing graduates who use the English language and are proficient in the four skills: comprehension and comprehension, speaking, reading, writing	
3 Enable students to review, consolidate, develop and deepen the language skills they have acquired in the previous academic stages	
4 Enable students to rely on themselves in understanding what they read and hear in English outside the limits of the previous study	
5 Qualifying female students highly qualified to continue postgraduate programs	
6 Creating a balanced student personality behaviorally and emotionally	
165. Required Program Outcomes and Teaching, Learning and Assessment Methods	
A-A cognitive objectives. A1- Cognitive objectives A2- Speak a proper language A3- Distinguish between vocabulary similar in use A4- The ability to understand literary and comprehensive texts A5- A6-	
B - Skills objectives of the program: B1 - To have the ability to think and absorb B2 - n The student has the ability to write B3 - To participate in discussions in the classroom.	
Teaching and learning methods	

- 1 Traditional methods by simplifying scientific material. Lecture method
- 2- Engage students in thinking by asking questions.

Evaluation methods

- .1 Written tests.
- 2. Oral tests

C- Emotional and value goals:

- C1- The student should be motivated to solve the assignment
- C2- The student should discuss seriously in the lecture
- C3- Interaction as groups with the professor
- C4-Conclusion

Teaching and learning methods

Group Learning

Evaluation methods

Daily test

Monthly test

d . General and qualifying skills transferred (other skills related to employability and personal development)₁

1 Listening to English speakers and trying to speak continuously for the development of the linguistic aspect

D2 Ability to employ the linguistic aspect of teaching in schools and other institutions

D.3 Writing continuously

D.4 Continuous reading

Teaching and learning methods

Group Learning

Evaluation methods				
Monthly test Daily test				
166. Program Architecture				
Credit Hours		Course Name	Course or Course Code	Grades
practical	theoretical			
1	2	ALANGUAGE TEACHERS GUIDE TO ASSESSMENT	433 E T	Fourth

167. Planning for personal development
Exchange of experiences with professors who teach the same courses in other colleges and other universities. - Periodic evaluation of the course description through various feedback by teachers and students
168. Admission criterion (setting regulations related to admission to a college or institute)
central

169. The most important sources of information about the program

1 Methodological books

2. Up-to-date academic research sites on the Internet

Scientific references and books

Curriculum Skills Outline

Please tick the boxes corresponding to the individual learning outcomes from the program under evaluation.

Learning outcomes required from the program																fundamental Or optional	Course Name	Course Code	Year/Lev el	
General and qualifying skills transferred (Other skills related to employability and personal development)				Emotional and value goals				Program Skills Objectives				Cognitive Objectives								
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	*	Essential	testing	433 E T	Fourth

Course Description Form

Course Description

This course description provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the student to achieve, proving whether he or she has made the most of the available learning opportunities. It must be linked to the program description.

	140. Educational institution
English Language	141. Scientific Department / Center
Tests E T433	142. Course Name/Code
Lectures	143. Available Attendance Forms
2024	144. Semester / Year
Two hours	145. Number of Credit Hours (Total)
2024/3/20	146. The history of preparation of this description
147. Course Objectives	
1 Study how to write the correct sentence	
2 Study of linking sentences together to form a correct paragraph	
3 Study how to sequence paragraphs to form a grammatically and linguistically correct structural piece	

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148. Course Outcomes and Methods of Teaching, Learning and Assessment
<p>A- Knowledge Objectives</p> <p>A1- Writing a correct sentence free of linguistic errors</p> <p>A2- Learn to write sequential paragraphs</p> <p>A3- 3.Connecting the vertebrae to form a structural piece</p> <p>A4-</p> <p>A5-</p> <p>A6-</p>
<p>B - Course skills objectives</p> <p>B1 - Use illustrative means</p> <p>B2 - 2.Use different grammar and style patterns to suit all levels of students</p> <p>B3 -</p> <p>B4-</p>
Teaching and learning methods
Lecture & Teamwork
Evaluation methods
Daily tests + monthly tests
<p>C- Emotional and value goals</p> <p>C1- Preparing students who are able to teach tests</p> <p>C2- The student's knowledge of basic tests in English</p> <p>A3-</p> <p>A4-</p>
Teaching and learning methods
Lecture + Teamwork
Evaluation methods
Daily tests + monthly tests

d. General and rehabilitative skills transferred (other skills related to employability and personal development).

D1- Cultural preparation

D2-Professional preparation

D3- Practical preparation

D4-

149. Course Structure					
Evaluation method	Method of education	Unit / Subject Name	Required Learning Outcomes	Hours	The week
Tests Monthly+ daily	Lecture + Teamwork	Basic Assessment concept	Basic terms in tests	2	1
Tests Monthly+ daily	Lecture + Teamwork	Approaches to language Assessment	Test methods	2	2
Tests Monthly+ daily	Lecture + Teamwork	Characteristic of Assessment	Qualities of tests	2	3
Tests Monthly+ daily	Lecture + Teamwork	Test construction And Administration	Construction & Management Tests	2	4
Tests Monthly+ daily	Lecture + Teamwork	Test Design	Test Design	2	5
Tests Monthly+ daily	Lecture + Teamwork	Testing Usage and Use	Usage Tests	2	6
Tests Monthly+ daily	Lecture + Teamwork	Vocabulary Test	Vocabulary Test	2	7

150. Infrastructure	
Professor Nejat Al juboury ALANGUAGE TEACHERS GUIDE TO ASSESSMENT	19- Required textbooks
Professor Nejat Al juboury ALANGUAGE TEACHERS GUIDE TO ASSESSMENT	20- Main references (sources)
Professor Nejat Al juboury ALANGUAGE TEACHERS GUIDE TO	S) Recommended books and references (scientific journals, reports,

ASSESSMENT	
	T) Electronic references, websites,

151. Course Development Plan
<p>Periodic modification of course vocabulary through the course report questionnaire distributed to the student and analysis Results</p> <ul style="list-style-type: none"> - Periodic evaluation of the course description through various feedback - Exchange of experiences with professors teaching the same course in other colleges and other universities

Course Description

Course Description

Teaching Name : Eng. Karrar Salem Yassin

Muthana University / College of Education for Human Sciences /

Department of English Language

Fourth stage

Article: Translation

<p>vocabulary of the curriculum for students of the fourth stage of the translation subject and it is students at the four language levels and to clarify the extent to which students benefit from this be achieved.</p>

of Education for Humanities	17.Educational institution
e	18.Scientific Department
	19.Course Name / Code
	20.Available attendance formats
	21.Semester / Year
e)	22.Number of Credit Hours (Total)
	23.Date of preparation of this description
the student and preparing him as a student equipped modern teaching programs on developing students' mental to develop the educational process teachers to teach in secondary schools and benefit from lengths of the previous year's academic program and try to the two languages	24.Course Objectives
Methods of Teaching, Learning and Assessment Understanding material in proportion to the stage prepared for it material with external information to make it easy and easy to understand and perceive material with all modern and advanced information to keep pace with modern technology everything related to the scientific material to facilitate its comprehension by the student advance their scientific levels through their participation in the presentation and materials and creative researcher All the books, sources and external information he needs in the hall technology in the discussion of scientific material to clarify it more because it is one of the modern methods	
	Teaching and learning methods

raising the topic
 means such as data show to clarify the important points of the lesson
 annual research and articles to clarify the scientific material
 a simplified way and using modern technology in education
 answers from them
 mod and conclusion
 trial with relevant external scientific materials to reach the goal and purpose of the lesson

erly exams
 bject and discussing these articles
 lassroom to discuss the lesson material to overcome the difficulties faced by some students
 application phase

idence
 loves the teaching profession
 l excrete it
 within the demand and make it feel that its responsibility is the same as that of the fighter in

s transferred (other skills related to employability and personal development).

s
 ents and encouraging them to become the builders of the future
 me their responsibilities and play a community leadership role
 specially the teaching profession that raises generations and builds countries
 s relevant scientific research
 end seminars and seminars to increase their scientific levels
 ch, deduction and significance in order to create efficient and creative teachers

Learning method	Unit or subject name	Required Learning Outcomes	Number of Hours	Week
Questioning and discussion	Definitions	Enable students to know about translation	2	1
Questioning and discussion	Structural Approach	Linguistic Theories	2	2

Discussion	Cognitive Approach	Linguistic Theories	2	3
Discussion	Functional Approach	Linguistic Theories	2	4
Discussion	Semantic meaning	Meaning in Translation	2	5
=	Pragmatic Meaning	=	2	
=	Definitions	The Concept of Equivalence		6
Questions & Discussion	Grammatical	Types of Equivalence	2	7
=	Lexical	Types of equivalence	2	8
Discussion & Analysis	Grammatical	Problems in Translation	2	9
Discussion & Analysis	Lexical	Problems in Translation	2	10
Al-Manqasha	=	Semantic Gaps	2	11
-	=	Improper Selection	2	12
	=	Sameness relation	2	13
alif		Monthly Test	-	14
		Mid-Term Vacation		15
		=		16
Discussion	Quranic lexemes	Cultural Specific Items	2	17
=	Poetic lexemes	=		18
Six weeks application period				19
				20
				21
				24
				25
	Arabic & English	Synonymy	2	27
	=	Absolute Adjectives		28
	=	Near or Partial Adjectives		29
		Review		30

12. Infrastructure	
1. Scientific resources for the subject that are already in the course 2. External sources related to the material from documented scientific books 3.	5- Required textbooks
<i>Transaltion</i> (1984) Newmark. Longman Group Limited.	6- Main references (sources)
Articles, theses and theses related to scientific material with periodicals available in main libraries such as the Central Library	E- Recommended books and references (scientific journals ,

and others	reports , ...)
Sites related to language topics in general and grammar in particular	F- Electronic references , websites ...

13. Course Development Plan

There is a plan to develop the course by developing teaching methods and not repeating the same method every year and transferring students to prepare reports on each grammatical aspect that is explained and discussed in the classroom so that a conscious generation can be created in scientific research and development