

**Ministry of Higher Education and Scientific Research  
Scientific Supervision and Scientific Evaluation  
Apparatus Directorate of Quality Assurance and  
Academic Accreditation Department**



**Academic Program and  
Course Description Guide  
2026-2025**

## **Introduction:**

The educational program is a well-planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

## Concepts and Terminology:

**Academic Program Description:** The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

**Course Description:** Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

**Program Vision:** An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

**Program Mission:** Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

**Program Objectives:** They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

**Curriculum Structure:** All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

**Teaching and learning strategies:** They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra-curricular activities to achieve the learning outcomes of the program.

## Academic Program Description Form

University Name: Al-Muthanna University  
Faculty/Institute: College of Education for Humanities  
Scientific Department: Department of English  
Academic or Professional Program Name: English  
Final Certificate Name: Bachelor of Education in English  
Academic System: Annual

Description Preparation Date: 01/09/2025

File Completion Date: 01/09/2025

Signature:



Head of Department Name:

Assist. Prof. Omar R. Abbood

Date: 01/09/2025

Signature:



Scientific Associate Name:

Prof. Lateef Kamel Kelawy

Date: 01/09/2025

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

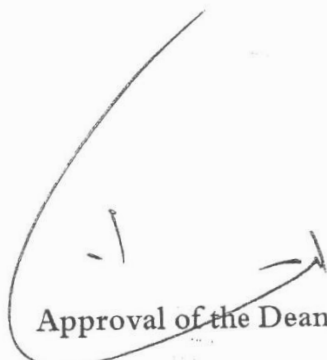
Signature:



Assist. Dr. Ali Hussain Inshenish

Date: 01/09/2025

Approval of the Dean



### **1. Program Vision**

1. To achieve academic and professional excellence and leadership, based on a scientific and practical approach that keeps pace with the times and meets the needs of society and the requirements of scientific research.

2. To provide academic programs characterized by quality in education and scientific research in language and literature.

### **2. Program Mission**

The mission of the English Department is focused on two aspects:

1. Focus on the English language and literature.

Focusing on the language includes attention to all linguistic aspects, including grammar, phonetics, and other aspects, including helping students understand the social aspects of the language and its connotations, while also acquainting themselves with the history of the language and its various dialects.

2. Focusing on the literary aspect, the department focuses on all aspects of literature, including poetry, short stories, drama, comparative world literature, and American literature.

### **3. Program Objectives**

The goal of the linguistic component is to graduate students capable of using the language effectively and efficiently, while also being able to communicate with modern technology. This stems from the belief that the English language is an effective means for students to adapt to the era of globalization.

In addition to linguistic focus, the literary component provides students with a comprehensive background in English literature, enabling them to appreciate English literature and compare it to other Western and Arabic literatures.

#### 4. Program Accreditation

Does the program have program accreditation? And from which agency?

#### 5. Other external influences

Is there a sponsor for the program?

#### 6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements				
College Requirements				
Department Requirements	<b>44</b>	<b>164</b>	<b>100%</b>	
Summer Training				
Other				

\* This can include notes whether the course is basic or optional.

#### 7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
<b>2025/2026</b>			Theoretical	Practical
<b>First Stage</b>		English Grammar	<b>3</b>	
		Better English Pronunciation	<b>3</b>	

		Listening and speaking	2	
		Reading I	2	
		Composition Writing	2	
		An Introduction to English Literature	3	
		Human Rights	1	
		Educational Psychology	2	
		Fundamentals of Education	2	
		Computer Sciences	2	
		The Arabic Language	2	
<b>2025/2026</b>				
<b>Second Stage</b>		Morphology and Syntax	3	
		English Phonology	3	
		Advanced Reading	2	
		An Introduction to Academic Writing	2	
		Elizabethan Drama	2	
		Short Story	2	
		16 <sup>th</sup> to 17 <sup>th</sup> Century Poetry	2	
		Listening and Speaking 2	2	
		An Introduction to ELT	3	
		Adult Education	2	
		Baa'th Crimes	2	
		Computer Sciences	2	
<b>2025/2026</b>				
<b>Third Stage</b>		Contemporary Grammar of English	3	
		Introduction to Linguistics	3	
		Writing Academic English	2	
		Listening and Speaking 3	2	
		Victorian Nover 1830-1900	3	
		Renaissance Drama 16-18 <sup>th</sup> Century	3	
		Romantic and Victorian Poetry	2	
		Pedagogical and Curriculum Innovation	3	
		Guidance and Psychological Health	2	
<b>2025/2026</b>				
<b>Fourth Stage</b>		Contemporary Grammar of English	3	
		Linguistics II	3	

		<b>Modern Novel</b>	<b>3</b>	
		<b>Modern Drama</b>	<b>3</b>	
		<b>Modern Poetry</b>	<b>2</b>	
		<b>Translation</b>	<b>2</b>	
		<b>Advanced Listening and Speaking</b>	<b>2</b>	
		<b>Test Design and Assessment</b>	<b>2</b>	
		<b>Practicum and EFL Classroom Practices</b>	<b>3</b>	
		<b>Graduation Research</b>	<b>-</b>	

## 8. Expected learning outcomes of the program

### Knowledge

1- Knowledge and exposure to modern linguistic theories, global changes, and the impact of these changes on language acquisition.  
2- Exchange experiences with professors and teachers in various linguistic and literary disciplines.

1- Apply these theories in the future and discover their important aspects.  
2- Benefit from these experiences, transfer them to students, and explore other literary genres.

### Skills

1- Developing the ability to acquire a global language such as English.  
2- Communicating with English speakers, exchanging teaching experiences, and learning the most important foundations that can develop vocabulary and linguistic structures.  
3- Developing students' translation skills.  
4- Expanding horizons by exploring literary genres such

Teaching and preparing students using correct structures and new vocabulary that can be added to the English language.  
Cooperating between different departments and introducing students to the most important recent developments.  
Supplying the job market and institutions with certified translators.  
Working to develop literary works of various types.

as short stories, plays, novels, and poetry in English.	
<b>Ethics</b>	
Expanding students' awareness through the exchange of ideas and future opinions.	

### 9. Teaching and Learning Strategies

1. Presenting the curriculum material to students through a comprehensive explanation of each subject within the curriculum.
2. Exchanging ideas between the professor and the student through discussing the curriculum material and presenting discussion points during the lecture.
3. Engaging students by offering their opinions on the topic.
4. Field visits for fourth-year students during the observation and application period in schools.

### 10. Evaluation methods

- 1- Daily and weekly exams, first semester exams, second semester exams, and final exams for each subject.
- 2- Monitoring fourth-grade students during the implementation period, visiting them, and evaluating them academically and educationally.

## **Professional Development**

### **Mentoring new faculty members**

- 1- Informing new faculty members about the department's system and vision.
- 2- Holding seminars and courses for new faculty members to familiarize them with their role in the educational process and assign them future tasks within the department.
- 3- Providing guidance to new faculty members on the work of the deanship and how to handle references when submitting their applications.

### **Professional development of faculty members**

1. Training professors and involving them in the work of the department's internal committees.
2. Obligating professors to adhere to the curriculum prescribed by the Ministry.
3. Encouraging professors to submit research according to their specialization.
4. Requiring professors to offer courses, seminars, and workshops in English for students and for faculty members.
5. Encouraging professors to participate in external discussions and the need to activate academic cooperation with other universities and departments.

## **12. Acceptance Criterion**

The applicant must be accepted through the Ministry's central admission process and must have a preparatory school certificate in the scientific or literary branch.

**13. The most important sources of information about the program**

- 1- Approved textbooks.
- 2- Books on English grammar and some English literary sources.
- 3- Educational websites for teaching English.
- 4- Iraqi university websites containing English language teaching resources.

**14. Program Development Plan**

- 1- Monitoring academic subjects according to the approved curriculum.
- 2- Monitoring changes to academic curricula.
- 3- Monitoring the holding of seminars, courses, workshops, and conferences related to the English language.
- 4- Monitoring other similar departments at Iraqi universities.

### Program Skills Outline

				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2025/2026 First Stage		English Grammar	Basic	↗				↗	↗			↗	↗		
		Better English Pronunciation	Basic	↗				↗				↗	↗		
		Listening and speaking	Basic	↗				↗				↗	↗		
		Reading I	Basic	↗				↗	↗			↗	↗		
		Writing	Basic	↗					↗			↗	↗		
		Literature	Basic	↗				↗	↗			↗	↗		
		Human Rights	Basic	↗					↗					↗	
		Psychology	Basic		↗	↗			↗					↗	
		Fundamentals of Education	Basic				↗	↗			↗			↗	
	Computer Sciences	Basic				↗	↗				↗				

		<b>The Arabic Language</b>	Basic	↗				↗				↗	↗			
<b>2025/2026 Second Stage</b>		<b>Morphology and Syntax</b>	Basic	↗				↗				↗	↗			
		<b>Phonetics and Phonology</b>	Basic	↗					↗			↗	↗			
		<b>Advanced Reading</b>	Basic	↗					↗			↗	↗			
		<b>Academic Writing</b>	Basic	↗					↗	↗		↗	↗			
		<b>Drama</b>	Basic	↗					↗	↗						
		<b>Short Story</b>	Basic	↗					↗	↗		↗	↗			
		<b>English Poetry</b>	Basic	↗					↗	↗		↗	↗			
		<b>Listening and Speaking</b>	Basic	↗					↗			↗	↗			
		<b>Introduction to ELT</b>	Basic	↗					↗			↗	↗			
		<b>Adults Education</b>	Basic	↗	↗				↗			↗	↗	↗		
		<b>Baa'th Crimes</b>	Basic	↗					↗			↗	↗			
		<b>Computer Sciences</b>	Basic	↗								↗	↗			

<b>2025/2026 Third Stage</b>	<b>Contemporary English Grammar</b>	Basic	↗				↗	↗			↗	↗		
	<b>Linguistics</b>	Basic	↗				↗	↗			↗	↗		
	<b>English Academic Writing</b>	Basic	↗				↗	↗			↗	↗		
	<b>Listening and Speaking</b>	Basic	↗				↗	↗			↗	↗		
	<b>English Novel</b>	Basic	↗				↗	↗			↗	↗		
	<b>English Drama</b>	Basic	↗				↗	↗			↗	↗		
	<b>English Poetry</b>	Basic	↗				↗	↗			↗	↗		
	<b>Methodology</b>	Basic	↗				↗	↗			↗	↗		
	<b>Psychology and Health Guidance</b>	Basic	↗				↗				↗			
<b>2025/2026 Fourth Stage</b>	<b>Contemporary English Grammar</b>	Basic	↗				↗				↗			
	<b>Linguistics II</b>	Basic	↗				↗	↗			↗	↗		
	<b>Modern Novel</b>	Basic	↗				↗	↗			↗	↗		
	<b>Modern Drama</b>	Basic	↗				↗	↗			↗	↗		
	<b>Modern Poetry</b>	Basic	↗				↗	↗			↗	↗		
	<b>Translation</b>	Basic	↗				↗	↗				↗		
	<b>Advanced Listening and Speaking Assessment Design</b>	Basic	↗				↗				↗	↗		
	<b>Practicum and EFL Classroom Practices</b>	Basic	↗					↗			↗			
	<b>Graduation</b>	Basic	↗				↗				↗	↗		
	<b>Research</b>	Basic		↗							↗			

## Course Description Form

<b>1. Course Name: English Grammar/ First stage</b>					
<b>2. Course Code:</b>					
<b>3. Semester / Year:</b>					
2025-2026					
<b>4. Description Preparation Date:</b>					
24-09-2025					
<b>5. Available Attendance Forms:</b>					
Weekly face-to-face only					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
3 hours / 5 units					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Knowing and acquiring the most important rules of the English language, including tenses and other verb conjugations.</li> </ul>				
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>	1-Cooperative Concept Mapping Strategy. 2-Brainstorming Strategy. <span style="float: right;">1</span> 3-Note-taking Strategy.				
<b>10. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Introduction	Introduction of English tenses	Explaining the topic with examples	Involving students and discussing information

2	3	Unit one	Present simple	Explaining the topic with examples	Involving students and discussing information
3	3	Two	Present continuous	Explaining the topic with examples	Involving students and discussing information
4	3	three	Past simple	Explaining the topic with examples	Involving students and discussing information
5	3	four	Past continuous	Explaining the topic with examples	Involving students and discussing information
6	3	five	Present perfect	Explaining the topic with examples	Involving students and discussing information
7	3	six	Present perfect continuous	Explaining the topic with examples	Involving students and discussing information
8	3	seven	past perfect	Explaining the topic with examples	Involving students and discussing information
9	3	exam			
10	3	Eight	Modal verbs	Explaining the topic with examples	Involving students and discussing information
11	3	Nine	Modal verbs	Explaining the topic with examples	Involving students and discussing information
12	3	Ten	Modal verbs	Explaining the topic with examples	Involving students and discussing information
13	3	Eleven	Modal verbs	Explaining the topic with examples	Involving students and discussing information



14	3	Twelve	If clauses	Explaining the topic with examples	Involving students and discussing information
15	3	Thirteen	If clauses	Explaining the topic with examples	Involving students and discussing information
16	3	Fourteen	If clauses	Explaining the topic with examples	Involving students and discussing information
17	3	Fifteen	If clauses	Explaining the topic with examples	Involving students and discussing information
18	3	Sixteen	Review If clauses	Explaining the topic with examples	Involving students and discussing information
19	3	Seventeen	Wish	Explaining the topic with examples	Involving students and discussing information
20	3	Eighteen	Wish	Explaining the topic with examples	Involving students and discussing information
21	3	Nineteen	Reported speech	Explaining the topic with examples <sup>4</sup>	Involving students and discussing information
22	3	twenty	Reported speech	Explaining the topic with examples	Involving students and discussing information
23	3	Twenty-one	Reported speech	Explaining the topic with examples	Involving students and discussing information
24	3	Twenty-two			

25	3	Twenty three	Passive voice	Explaining the topic with examples	Involving students and discussing information
26	3	Twenty four	Passive voice	Explaining the topic with examples	Involving students and discussing information
27	3	Twenty five	Passive voice	Explaining the topic with examples	Involving students and discussing information
28	3	Twenty six	Passive voice	Explaining the topic with examples	Involving students and discussing information
29	3	Twenty seven	Passive voice	Explaining the topic with examples	Involving students and discussing information
30		Exam			

### 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .....etc

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<b>English grammar in use (4<sup>th</sup>) ed. By Raymond Murphy 1998</b>
Main references (sources)	
Recommended books and references (scientific journals, reports...)	5
Electronic References, Websites	

## Course Description Form

<b>1. Course Name:</b>	
Listening and speaking 1	
<b>2. Course Code:</b>	
<b>3. Semester / Year:</b>	
Year	
<b>4. Description Preparation Date:</b>	
24-09-2025	
<b>5. Available Attendance Forms:</b>	
Regularity	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
2 hours / 3 units	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
<b>8. Course Objectives</b>	
<ol style="list-style-type: none"><li>1. Develop academic education at universities and colleges in accordance with higher education quality standards, enabling universities to produce graduates capable of entering the labor market.</li><li>2. Clarify basic English language concepts.</li><li>3. Develop students' English language skills, such as listening, speaking, and writing.</li><li>4. Explain the importance of the English language.</li></ol>	
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	<ol style="list-style-type: none"><li>1- Explanation and clarification.</li><li>2- Lecture method.</li><li>3- Discussion method.</li></ol>

## 10- The course structure

Evaluation method	Teaching method	outcomes Name of unit/or subject	Required learning	hours	week
Oral and exams	Explanation and clarification	Listening and speaking	Introduction	1th	1
Oral and exams	Explanation and clarification	Listening and speaking	How do you know mark?	1th	2
Oral and exams	Explanation and clarification	Listening and speaking	exercises	1th	3
Oral and exams	Explanation and clarification	Listening and speaking	Did you know?	1th	4
Oral and exams	Explanation and clarification	Listening and speaking	Exercises of listening	1th	5
Oral and exams	Explanation and clarification	Listening and speaking	I'm phoning for a house	1th	6
Oral and exams	Explanation and clarification	Listening and speaking	Abbreviations	1th	7
Oral and exams	Explanation and clarification	Listening and speaking	Exercises about the topic	1th	8
Oral and exams	Explanation and clarification	Listening and speaking	Focus on	1th	9
Oral and exams	Explanation and clarification	Listening and speaking	Exercises problems and solutions	1th	10
Oral and exams	Explanation and clarification	Listening and speaking	Listening	1th	11
Oral and exams	Explanation and clarification	Listening and speaking	How to buy a ticket?	1th	12
Oral and exams	Explanation and clarification	Listening and speaking	Exercises	1th	13
Oral and exams	Explanation and clarification	Listening and speaking	Exercises of listening	1th	14

		Listening and speaking	First semester exam	1th	15
Oral and exams	Explanation and clarification	Listening and speaking	Did you know?	1th	16
Oral and exams	Explanation and clarification	Listening and speaking	Types of tickets	1th	17
Oral and exams	Explanation and clarification	Listening and speaking	Shall we go out for a dinner?	1th	18
Oral and exams	Explanation and clarification	Listening and speaking	Suggestions	1th	19
Oral and exams	Explanation and clarification	Listening and speaking	Exercises about suggestions	1th	20
Oral and exams	Explanation and clarification	Listening and speaking	Exercises of listening	1th	21
Oral and exams	Explanation and clarification	Listening and speaking	Types of restaurants	1th	22
Oral and exams	Explanation and clarification	Listening and speaking	You should call the police	1th	23
		Listening and speaking	Second semester exam	1th	24

## 11. Course Evaluation

1. Semester exam) = 40%
2. Final exam = 60%

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Listening and speaking2 CAMBRIDGE
Main references (sources)	Listening and speaking2 CAMBRIDGE
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

## Course Description Form

1. Course Name:	
Arabic language	
2. Course Code:	
3. Semester / Year:	
Year	
4. Description Preparation Date:	
24-09-2025	
5. Available Attendance Forms:	
Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours / 4 units	
7. Course administrator's name (mention all, if more than one name)	
8. Course Objectives	
1. Develop academic education at universities and colleges in accordance with higher education quality standards, enabling universities to produce graduates capable of entering the labor market. 2. Clarify basic English Arabic concepts. 3. Develop students' Arabic language skills, such as listening, speaking, and writing. 4. Explain the importance of the Arabic language.	.
9. Teaching and Learning Strategies	
Strategy	1- Explanation and clarification. 2- Lecture method. 3- Discussion method.

## 10- The course structure

Evaluation method	Teaching method	outcomes Name of unit/or subject	Required learning	hours	week
Oral and exams	Explanation and clarification	Arabic language	Introduction	1th	1
Oral and exams	Explanation and clarification	Arabic language	Unite one	1th	2
Oral and exams	Explanation and clarification	Arabic language	The Difference Between the Inflected and the Inflected Arabic Rhetoric	1th	3
Oral and exams	Explanation and clarification	Arabic language	The Holy Quran	1th	4
Oral and exams	Explanation and clarification	Arabic language	Poetry in the Pre-Islamic Era	1th	5
Oral and exams	Explanation and clarification	Arabic language	Unite two	1th	6
Oral and exams	Explanation and clarification	Arabic language	Spelling Rules	1th	7
Oral and exams	Explanation and clarification	L Arabic language	The Middle and Disjointed Hamza	1th	8
Oral and exams	Explanation and clarification	Arabic language	The letter Wāw, Its Types, and the Difference Between Them	1th	9
Oral and exams	Explanation and clarification	Arabic language	A Text on the Importance of the Arabic Language in Our Sciences and Our World	1th	10
Oral and exams	Explanation and clarification	Arabic language	<b>Explaining</b> the Difference	1th	11

			Between Inflected and Inflected Verbs		
Oral and exams	Explanation and clarification	Arabic language	Unite three	1th	12
Oral and exams	Explanation and clarification	Arabic language	The Difference Between Transitive and Intransitive Verbs	1th	13
Oral and exams	Explanation and clarification	Arabic language	Rhetoric	1th	14
		Arabic language	First semester exam	1th	15
Oral and exams	Explanation and clarification	Arabic language	Spelling Rules	1th	16
Oral and exams	Explanation and clarification	Arabic language	Arabic language	1th	17
Oral and exams	Explanation and clarification		Modern Arabic Poetry	1th	18
Oral and exams	Explanation and clarification		Suggestions	1th	19
Oral and exams	Explanation and clarification	Arabic language	Exercises about suggestions	1th	20
Oral and exams	Explanation and clarification	Arabic language	<b>Conjunctions</b>	1th	21
Oral and exams	Explanation and clarification	Arabic language	Types of problems	1th	22
Oral and exams	Explanation and clarification	Arabic language	Arabic Literature	1th	23
		Arabic language	Second semester exam	1th	24

## 11. Course Evaluation

1. Semester exam (theory 15 +25) = 40%
2. Final exam (practical 50) = 60%

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1 - Anis Ibrahim, From the Secrets of Language, 3rd ed., Cairo, Anglo-Egyptian Library, 1978
Main references (sources)	1 - Anis Ibrahim, From the Secrets of Language, 3rd ed., Cairo, Anglo-Egyptian Library, 1978
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

## Course Description Form

<b>1. Course Name: Better English Pronunciation</b>					
First Stage					
<b>2. Course Code:</b>					
<b>3. Semester / Year:</b>					
2025-2026					
<b>4. Description Preparation Date:</b>					
24-09-2025					
<b>5. Available Attendance Forms: Attendance</b>					
Daily Attendance					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
3 Hours / 5 Units					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>	<ol style="list-style-type: none"> <li>1. To provide students with the skill of applying English pronunciation concepts in general and English language pronunciation in particular by teaching students' English sounds.</li> <li>2. To develop the skills of thinking, sound analysis, and phonetic writing.</li> <li>3. To discuss the most important and recent ideas in English phonetics and phonetic writing.</li> </ol>				
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>	<ol style="list-style-type: none"> <li>1- Teaching strategy using collaborative concept mapping.</li> <li>2- Teaching strategy using brainstorming.</li> <li>3- Teaching strategy using feedback loops.</li> </ol>				
<b>10. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Introduction to Phonetics	The difference between physical phonetics and linguistic phonetics	Explain the topic with examples	Involving students and discussing information
2	3	Introduction to Linguistic Sounds	The origins and development of linguistic phonetics	Explain the topic with examples	Involving students and discussing information

3	3	Basic Sounds	Basic sounds in English	Explain the topic with examples	Involving students and discussing information
4	3	The Difference Between Letters and Sounds	The difference between writing a letter and pronouncing a sound	Explain the topic with examples	Involving students and discussing information
5	3	Sounds and Sound Groups	The difference between a single sound and a group of sounds	Explain the topic with examples	Involving students and discussing information
6	3	Words and Expressions	The difference between the written word and the spoken word	Explain the topic with examples	Involving students and discussing information
7	3	Words and Expressions	The difference between the written word and the spoken word	Explain the topic with examples	Involving students and discussing information
8	3	What are the organs of speech?	Types of active and passive speech organs	Explain the topic with examples	Involving students and discussing information
9	3	How do the organs of speech work?	Mechanism of speech organs	Explain the topic with examples	Involving students and discussing information
10	3	English consonant sounds	Fricative	Explain the topic with examples	Involving students and discussing information
11	3	English consonant sounds	Plosives/Stops	Explain the topic with examples	Involving students and discussing information
12	3	English consonant sounds	Nasals	Explain the topic with examples	Involving students and discussing information
13	3	English consonant sounds	Lateral Sound	Explain the topic with examples	Involving students and discussing information
14	3	English consonant sounds	Sound Set	Explain the topic with examples	Involving students and discussing information
15	3	English consonant sounds	Approximants	Explain the topic with examples	Involving students and discussing information
16	3	First -Course Examination		written exam	
17	3	Consonant Alternation	Alternation of two consonants	Explain the topic with examples	Involving students and discussing information
18	3	Consonant Alternation	Alternation of three consonants	Explain the topic with examples	Involving students and discussing information
19	3	Consonant Alternation	Alternation of more than three consonants	Explain the topic with examples	Involving students and discussing information
20	3	Consonant Alternation	Alternation of more than three consonants	Explain the topic with examples	Involving students and discussing information
21	3	English Vowel Sounds	Types of vowels in the English sound system	Explain the topic with examples	Involving students and discussing information
22	3	English Vowel Sounds	Description of the basic vowel sounds in the English language	Explain the topic with examples	Involving students and discussing information
23	3	English Vowel Sounds	Description of compound vowel sounds in English	Explain the topic with examples	Involving students and discussing information
24	3	English Vowel Sounds	Description of trilateral/consecutive vowel sounds in English	Explain the topic with examples	Involving students and discussing information
25	3	Stress in English	What is stress in English	Explain the topic with examples	Involving students and discussing information

26	3	Stress in English	Location and types of stress	Explain the topic with examples	Involving students and discussing information
27	3	Explanation of the concept of intonation	Definition of the concept of intonation and its importance	Explain the topic with examples	Involving students and discussing information
28	3	Types of tones	Types of tones in English	Explain the topic with examples	Involving students and discussing information
29	3	Second semester exam		written exam	
30	3	Final exam		written exam	

## 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports.....50 marks for monthly and daily exams and 50 marks for final exams.

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<b>1- Better English Pronunciation. By: J.D. O'Connor</b> <b>2- English Pronunciation in Use. By: Jonathan Marks</b>
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	<a href="https://www.internationalphoneticassociation.org/content/links-phonetics-resources">https://www.internationalphoneticassociation.org/content/links-phonetics-resources</a> <a href="https://dictionary.cambridge.org/help/phonetics.html">https://dictionary.cambridge.org/help/phonetics.html</a>

## Course Description Form

<b>1. Course Name: Reading Comprehension</b>					
<b>2. Course Code:</b>					
<b>3. Semester / Year:</b>					
2025-2026					
<b>4. Description Preparation Date:</b>					
24-09-2025					
<b>5. Available Attendance Forms:</b>					
Weekly					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
2 Hours / 3 Units					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>		<ul style="list-style-type: none"> <li>Understand and utilize context clues</li> <li>Make conclusions and learn new vocabularies</li> <li>Develop critical reading skills</li> </ul>			
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>					
<b>10. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Learn new vocabularies and know the correct pronunciation	Answering 6 common interview questions	Read and translate the passage	Vocabulary in context, oral practice and translation process

2	2	Focus on new synonyms and learn how to	Understand the text of the above-	Focus on the new vocabularies	Written respon homework and
		answer comprehension questions	mentioned passage	and give them synonyms, answer and explain the textbook exercises	reading compression qu
3	2	Learn new vocabularies and know the correct pronunciation	Young Women Changing the World	Read and translate the passage	Vocabulary in context, oral practice and translation process
4	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written respon homework and reading compression qu
5	2	Learn new vocabularies and know the correct pronunciation	Student Learning Teams	Read and translate the passage	Vocabulary in context, oral practice and translation process
6	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written respon homework and reading compression qu
7	2	Learn new vocabularies	Learning to Speak	Read and translate the	Vocabulary in context, oral

		and know the correct pronunciation		passage	practice and translation process
8	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written respon homework and reading compression qu
9	2	Learn new vocabularies and know the correct pronunciation	The Man in the Moon Has Company	Read and translate the passage	Vocabulary in context, oral practice and translation process
10	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written respon homework and reading compression qu
11	2	Learn new vocabularies and know the correct pronunciation	Culture Shock	Read and translate the passage	Vocabulary in context, oral practice and translation process
12	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written respon homework and reading compression qu

13	2	Learn new vocabularies and know the correct pronunciation	Private Lives	Read and translate the passage	Vocabulary in context, oral practice and translation process
14	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written respon homework and reading compression qu
15	2	Learn new vocabularies and know the correct pronunciation	A Young Blind Whiz	Read and translate the passage	Vocabulary in context, oral practice and translation process
16	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written respon homework and reading compression qu
17	2	Learn new vocabularies and know the correct pronunciation	How to Make a Speech	Read and translate the passage	Vocabulary in context, oral practice and translation process
18	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written respon homework and reading compression qu

19	2	Learn new vocabularies and know the correct pronunciation	Conversational Ball Games	Read and translate the passage	Vocabulary in context, oral practice and translation process
20	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written response homework and reading comprehension questions
21	2	Learn new vocabularies and know the correct pronunciation	Letters of Application	Read and translate the passage	Vocabulary in context, oral practice and translation process
22	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written response homework and reading comprehension questions
23	2	Learn new vocabularies and know the correct pronunciation	Out to Lunch	Read and translate the passage	Vocabulary in context, oral practice and translation process
24	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the	Written response homework and reading comprehension questions
				textbook exercises	

25	2	Learn new vocabularies and know the correct pronunciation	Public Attitudes Toward Science	Read and translate the passage	Vocabulary in context, oral practice and translation process
26	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written respon homework and reading compression qu
27	2	Learn new vocabularies and know the correct pronunciation	The Art of Genius	Read and translate the passage	Vocabulary in context, oral practice and translation process
28	2	Focus on new synonyms and learn how to answer comprehension questions	Understand the text of the above-mentioned passage	Focus on the new vocabularies and give them synonyms, answer and explain the textbook exercises	Written respon homework and reading compression qu
29	2	Learn main ideas, vocabulary in context and answering comprehension questions accurately	General Review	Explain and give examples	
30	2	Make inferences and draw conclusions, and learn summarizing and paraphrasing techniques	General Review	Explain and clarify the key words and answers	

## 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .....etc

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	English-Arabic Dictionary
Recommended books and references (scientific journals, reports...)	"Q: Skills for Success – Reading and Writing" (Oxford University Press)
Electronic References, Websites	<a href="https://www.englishclub.com/reading/">https://www.englishclub.com/reading/</a>

## Course Description Form

1. Course Name:

Composition

2. Course Code:

3. Semester / Year:

2025-2026

4. Description Preparation Date:

21/Sept/2025

5. Available Attendance Forms:

Attendance

6. Number of Credit Hours (Total) / Number of Units (Total)

2 hours per week / 3 units

7. Course administrator's name (mention all, if more than one name)

8. Course Objectives

**Course Objectives**

- Helping students to understand the grammatical English structure of sentences.
- Making students able to differentiate between a sentence and paragraph.
- Helping students to brainstorm different topics as a main way before starting to write an academic paragraph.
- Developing students' writing skills by focusing on writing paragraphs with correct grammar, spelling, and punctuation.

## 9. Teaching and Learning Strategies

<b>Strategy</b>	<p>1. Focus on explaining the material in a clear and understandable way for all students.</p> <p>2. Involving students in discussing and solving exercises.</p> <p>3-Explaining the academic subject by using various means of</p>
	explanation to develop students' abilities and break boredom within the class.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject Name	Learning method	Evaluation method
1	2	-Formatting assignments and and wr headings. -Process Writing	Introduction	Explanation, discussion, Group work	Questions and answers
2	2	=	-Defining what is the meaning of a sentence. - Parts of English sentence	Explanation + discussion	Questions and answers
3		=	-Types of English Sentences	Explanation + discussion	Questions and answers
4	2	=	-Defining what is the meaning of a paragraph. - Parts of Paragraph.	Explanation + discussion	Questions and answers
5	2	-Recognizing and writing complete sentences. -Common paragraph features. -Identifying the topic of a paragraph. - Being able to identify the parts of paragraph on given texts.	Unit one	Explanation + discussion	Questions and answers
6	2	=	Completion+ Quiz	Quiz	Written quiz
7	2	-Identifying topics and main ideas. -Learning how to join sentences with conjunctions( and/but). -Learning how to use correct punctuation while using conjunctions.	Unit Two	Explanation + discussion	Questions and answers
8	2	-Developing paragraph with descrip details. -Using Lists to brainstorm and learning how to edit these lists.	Unit Three	Explanation + discussion	Questions and answers

9	2	-Using word maps to brainstorm topics. -Using Adjectives and putting them sentences.	Unit Four	Explanation + discussion	Questions and answers
10	2	Evaluating and testing students' Knowledge.	Exam	Monthly Exam	Written exam
11	2	-Using freewriting to Brainstorm. -Reviewing of descriptive vocabularies. -Developing peer feedback skills. -Writing about specific	Unit five	Explanation + discussion	Questions and answers
		topics using freewriting.			
12	2	=	Completion	Explanation + discussion	Questions and answers/ Writing
13	2	-Opinions and examples about supporting sentences.	Unit Six	Monthly written exam	Written exam
14	2	-Paragraph explaining cause and result. -Joining sentences with so and because. -Practicing how to brainstorm by using both word maps and freewriting.	Unit Seven	Explanation +discussion	Question and answer
15	2	=	Completion	Explanation + discussion	Questions and answers/ Writing
16	2	-Expressing personal feeling about specific topics. -Using (would like to, want to, and have to) in sentences. -Editing order of supporting ideas logically. -Writing about the given topics.	Unit Eight	Explanation + discussion	Questions and answers
17	2	Evaluating and testing students' Knowledge.	Exam	Monthly exam	Written exam
18	2	-Using time expressions: after, before and when. -Identifying the main parts of a narrative. -Ordering events in a narrative logically. -Writing about given topics.	Unit Nine	Explanation + discussion	Questions and answers
19	2	=	Completion	Explanation + discussion	Questions and answers/ Writing

20	2	-Using double lists to brainstorm. -Using (whereas/however) to make comparison. -Learning how to organize a comparison paragraph. -Writing a comparison paragraph about given topics.	Unit Ten	Explanation + discussion	Questions and answers
21	2	=	Completion	Explanation + discussion	Questions and answers/ Writing
22	2		Revision	Explanation + discussion	Questions and answers
23	2		Exam	Monthly exam	Written exam
24	2	-Writing about cause and effect relationships. -Using pair interviews to brainstorm.	Unit Eleven	Explanation + discussion	Questions and answers
		-Comparing different situations and events. -Writing about given topics.			
25	2	=	Completion	Explanation + discussion	Questions and answers
26	2	-Reviewing brainstorming techniques. -Focusing on future tense. -Writing about the future.	Unit Twelve	Explanation + discussion	Questions and answers
27	2	=	Completion	Explanation + discussion	Questions and answers
28	2		Revision	Explanation + discussion	Questions and answers
29	2		Exam	Monthly exam	Written exam

## 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports..... etc

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Paragraph Writing: From Sentence To Paragraph by Dorothy E. Zemach and Carlos Islam (2006)

Main references (sources)

Recommended books and references (scientific journals, reports...)

Academic  
ResearchGate  
Google Scholars

Electronic References, Websites	
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: Course name .1					
Introduction to English Literature					
: Course code .2					
HAEHEN25M106					
semester/year .3					
2024-2025					
: Date this description was prepared .4					
21-9-2025					
: Available attendance forms: In-person – Online class .5					
Integrated					
(5 ) Number of units / (3 ) Number of study hours .6					
per week / Number of units (5) (3 ) Hours					
Name of the course supervisor (if more than one name is mentioned)7.					
Course objectives .8					
<b>Know literature, its importance and goals</b> <ul style="list-style-type: none"> <li>• English literature departments and studying and analyzing them</li> <li>• Literary selections for every genre</li> </ul>		<b>: Objectives of the subject</b> <ul style="list-style-type: none"> <li>Keeping pace with global developments and updating -1 .vocabulary in accordance with international practices</li> <li>Relying on the latest modern sources for the Introduction to .2 .English Literature course</li> </ul>			
Learning and teaching strategies .9					
Discussions, oral questions , dialogues , Theoretical lecture					<b>Strategy</b>
Course structure .10					
Method of evaluation	Learning method	Unit name or the topic	Learning outcomes Required	hours	week
Daily exams and oral questions	a lecture	Introduction to Literature	Definition of literature, its importance, and its types	3	the first
Daily exams and oral questions	a lecture	Introduction to Literature	Definition of poetry, its .importance	3	the second
Daily exams and oral questions	a lecture	Introduction to Literature	Definition of literary tools	3	the third
Daily exams and oral questions	a lecture	Introduction to Literature	- Poem discussion Blake's "O - "rose thou art sick	3	Fourth
Daily exams and oral questions	a lecture	Introduction to Literature	- Discussing a poem Tennyson's " Break, break, break "	3	Fifth

Daily exams and oral questions		Introduction to Literature	Poem discussion - ST Coleridge's "The Ancient Mariner"	3	Sixth
Daily exams and oral questions	a lecture	Introduction to Literature	Poem discussion - ST Coleridge's "The Ancient Mariner"	3	Seventh
Daily exams and oral questions	a lecture	Introduction to Literature	Poem discussion Lucy	3	Eighth
Daily exams and oral questions	a lecture	Introduction to Literature	Poem discussion Lucy	3	Ninth
Daily exams and oral questions	a lecture	Introduction to Literature	1 Semester Exam	3	tenth
Midterm exams		Introduction to Literature	Submit a report	3	eleventh
		Assign each student a task Presentation		3	twelfth
		Assign each student to do .a job Presentation		3	thirteenth
		Mid-year exam			fourteenth
		Midterm exam Year		One hour	fifteenth
Daily exams and oral questions	a lecture	Introduction to Literature	Definition of ,types of poetry in the curriculum	3	sixteenth
Daily exams and oral questions	a lecture	Introduction to Literature	Poem discussion Narrative: "Lord Randal"	3	seventeenth
Daily exams and	a lecture	Introduction to Literature	Poem discussion Wordsworth's	3	eighteenth

oral questions			"She Dwelt among the Untrodden Ways"		
Daily exams and oral questions	a lecture	Introduction to Literature	Discussing a poem Descriptive: Shakespeare's "winter"	3	nineteenth
Daily exams and oral questions	a lecture	Introduction to Literature	Poem discussion Reflective: W. B. Yeats "An Irish Airman."	3	The twenties
Daily exams and oral questions	a lecture	Introduction to Literature	Poem discussion Narrative: "Lord Randal "	3	twenty-one
Daily exams and oral questions	a lecture	Introduction to Literature	Poem discussion Shakespeare "Let Me not to the "Marriage of	3	twenty-two
Daily exams and oral questions	a lecture	Introduction to Literature	Discussing a poem The Lyric: Shakespeare "To "	3	twenty-third
Daily exams and oral questions	a lecture	Introduction to Literature	Poem discussion William :Shakespeare Shall I compare this to a summer's day? (Sonnet 18)	3	twenty-fourth
semester exams	a lecture	Introduction to Literature	1 Semester Exam	3	twenty-fifth
Daily exams and oral questions	a lecture	Introduction to Literature	Chapter Two of the Course: Prose and its Types Part Two: Prose	3	twenty-sixth
Daily exams and oral questions	a lecture	Introduction to Literature	:Chapter Three The Theater - Types - Forms Time - Periods Stage Tools	3	twenty-seventh
		2 Semester Exam			twenty-eighth
		Final exam			twenty-ninth

		Final exam		
Course Evaluation .11				
2 Attendance -1 5 Daily exams -2 3 Daily Activity -3 3 Presentation - 4 2 Daily Homework -5 25 Mid-year exam -6 60 Final Exam -7				
Learning and teaching resources .12				
	Required textbooks (curriculum if (available			
LG Alexander Poetry and Prose appreciation for overseas students George Whitfield: An introduction to Drama	Main References ( Sources )			
Richard Hill; MasteringEnglish Literature JB Wilson English Literature: A survey for Students	) Recommended books and references .... ( General , reports ( journals			
Twilight, Library Genesis	the reviewer Electronic, Internet sites			

<b>Course Title: Computer/Phase I</b>		<b>1</b>
<b>Course Code: UOH204.....</b>		<b>2</b>
<b>Semester/Year: 2025-2026</b>		<b>3</b>
<b>Date of this description:1/9/2025</b>		<b>4</b>
<b>Available Attendance Formats: Attendance Electronic Description</b>		<b>5</b>
<b>Number of study hours (total) / number of units (total): one hour / two units</b>		<b>6</b>
<b>Name of the course administrator (if more than one name is mentioned):</b>		<b>7</b>
		<b>8</b>
<b>Course Objectives</b>		
<ul style="list-style-type: none"> <li>• <b>Teach students the skills of using a personal computer (PC) and performing various tasks on Microsoft Windows 10.</b></li> <li>• <b>Identify the computer applications that must be learned and used in the educational field.</b></li> <li>• <b>Develop students' understanding of modern technology and modern educational concepts, emphasizing the ability of educators to use computer applications that enhance students' concentration and observation skills.</b> <ul style="list-style-type: none"> <li>• <b>Enable students, by the end of the academic program, to install software applications.</b></li> </ul> </li> <li>• <b>Enable students to take necessary steps to protect computers from hacking attempts.</b> <ul style="list-style-type: none"> <li>• <b>Enable students to understand the importance of learning computers and their applications to enhance the level of education, as a supportive subject for other academic courses, as well as using computer applications in educational administration and scientific research</b></li> </ul> </li> </ul>	<b>Course Objectives</b>	<b>9</b>
<b>Teaching and Learning Strategies</b>		
<ul style="list-style-type: none"> <li>• <b>Exercises and activities during and outside the lecture.</b></li> <li>• <b>Presentation slides related to lecture topics prepared by the instructor.</b></li> </ul>	<b>Strategy</b>	<b>10</b>

- **Lecture-based teaching, discussion, dialogue, and applied analysis.**

**Course Structure**

<b>Evaluation Method</b>	<b>Learning method</b>	<b>Unit Name or Subject</b>	<b>Required Learning Outcomes</b>	<b>Hours</b>	<b>Week</b>
Awarding Degrees to Participants	Explanation and Discussion	Introduction to computers, basic computer operations, classifications	Gain knowledge	1	1
Awarding Degrees to Participants	Explanation and Discussion	Main components of PC, input & output devices	Skills acquisition	1	2
Awarding Degrees to Participants	Explain, Discuss and Apply	Primary memory, memory units, software types	Gain knowledge	1	3
Awarding Degrees to Participants	Explain, Discuss	Software copyright & computer virus protection	Gain knowledge	1	4
Scientific/Practical standards	Questions and Quizzes	Daily theoretical test	Knowledge assessment	1	5
Providing incentives for encouragement	Explain, Discuss	MS Word: introduction, main interface, ribbons	Skills acquisition	1	6
Awarding Degrees to Participants	Explain, Discuss	Creating & editing text, formatting, tables, spelling check, language settings	Gain knowledge	1	7
Providing incentives for encouragement	Skills Training	Practical application	Skills acquisition	1	8
Applying Scientific and Practical Testing Standards	Questions and Quizzes	Practical application	Knowledge Measurement	1	9
Providing incentives for encouragement	Skills Training	Page Layout menu	Skills acquisition	1	10
Awarding Degrees to Participants	Explain, Discuss	Practical application	Gain knowledge	1	11
Providing incentives for encouragement	Skills Training	Design menu	Skills acquisition	1	12

Scientific/Practical standards	<b>Questions and Quizzes</b>	<b>Midterm theoretical exam</b>	<b>Knowledge Measurement</b>	<b>1</b>	<b>13</b>
Scientific/Practical standards	<b>Questions and Quizzes</b>	<b>Midterm practical exam</b>	<b>Knowledge assessment</b>	<b>1</b>	<b>14</b>
<b>Applying Scientific and Practical Testing Standards</b>	<b>Presenting projects</b>	<b>Introduction to PowerPoint, main interface, ribbons</b>	<b>Measuring skills</b>	<b>1</b>	<b>15</b>
<b>Awarding Degrees to Participants</b>	<b>Explain, Discuss and Apply</b>	<b>Insert/Delete/Duplicate slides, slide design</b>	<b>Gain knowledge</b>	<b>1</b>	<b>16</b>
<b>Providing incentives for encouragement</b>	<b>Skills Training</b>	<b>Animation effects &amp; slide transitions</b>	<b>Gain knowledge</b>	<b>1</b>	<b>17</b>
<b>Awarding Degrees to Participants</b>	<b>Explanation and Discussion</b>	<b>Practical application</b>	<b>Gain knowledge</b>	<b>1</b>	<b>18</b>
<b>Providing incentives for encouragement</b>	<b>Skills Training</b>	<b>Daily theoretical test</b>	<b>Skills acquisition</b>	<b>1</b>	<b>19</b>
<b>Awarding Degrees to Participants</b>	<b>Explain, Discuss and Apply</b>	<b>Introduction to Excel, main interface &amp; ribbons</b>	<b>Skills acquisition</b>	<b>1</b>	<b>20</b>
<b>Applying Scientific and Practical Testing Standards</b>	<b>Explain, Discuss</b>	<b>Working with cells, formulas &amp; functions</b>	<b>Knowledge Measurement</b>	<b>1</b>	<b>21</b>
<b>Awarding Degrees to Participants</b>	<b>Explanation and Discussion</b>	<b>Practical application</b>	<b>Gain knowledge</b>	<b>1</b>	<b>22</b>
<b>Providing incentives for encouragement</b>	<b>Explanation and Discussion</b>	<b>Editing tables, printing tables</b>	<b>Gain knowledge</b>	<b>1</b>	<b>23</b>
<b>Awarding Degrees to Participants</b>	<b>Explanation and Discussion</b>	<b>Daily theoretical test</b>	<b>Gain knowledge</b>	<b>1</b>	<b>24</b>
<b>Providing incentives for encouragement</b>	<b>Explain, Discuss</b>	<b>Introduction to the internet, web browsers, computer networks basics, internet concepts, search engine</b>	<b>Gain knowledge</b>	<b>1</b>	<b>25</b>
<b>Awarding Degrees to Participants</b>	<b>Explanation and Discussion</b>	<b>Communication &amp; email, creating an email account, sending &amp; receiving messages</b>	<b>Gain knowledge</b>	<b>1</b>	<b>26</b>

<b>Awarding Degrees to Participants</b>	<b>Explanation and Discussion</b>	<b>Practical application</b>	<b>Gain knowledge</b>	<b>1</b>	<b>27</b>
Scientific/Practical standards	<b>Questions and Quizzes</b>	<b>Term theoretical exam</b>	Knowledge assessment	<b>1</b>	<b>28</b>
Scientific/Practical standards	<b>Questions and Quizzes</b>	<b>Term practical exam</b>	Knowledge assessment	<b>1</b>	<b>29</b>
<b>Applying Scientific and Practical Testing Standards</b>	<b>Presenting projects</b>	<b>discussing reports</b>	<b>Acquiring knowledge</b>	<b>1</b>	<b>30</b>

### Course Evaluation

The final grade (100 points) is distributed according to the tasks assigned to the student, such as daily preparation, daily quizzes, oral and monthly tests, written exams, and reports, etc.

### Learning and Teaching Resources

<b>Dr. Al-Khadr Ali Al-Khadr, <i>Computer Basics</i> (2016). Additional lectures covering the remaining course topics.</b>	<b>Required Textbooks (Methodology if available)</b>
<ul style="list-style-type: none"> <li>- <b>Dr. Ziyad Mohammed Aboud, <i>Computer and Software, Yusr Al-Mustafa Series for Sciences, Baghdad.</i></b></li> <li>- <b>Anita Goel (2010), <i>Computer Fundamentals, New Delhi: Pearson Education.</i></b></li> <li>- <b>Ihsan Mohammed Al-Hisami, <i>Microsoft Office (2010)</i></b></li> </ul>	<b>Main References (Sources)</b>
<b>Gol, A. (2010). <i>Computer Fundamentals. Pearson Education India.</i></b>	<b>Recommended books and references (scientific journals, reports...)</b>
<b>House, D., &amp; others. (2014). <i>Microsoft Word, Excel, and PowerPoint</i></b>	
<a href="https://download-internet-pdf-ebooks.com/47-1-library-books">https://download-internet-pdf-ebooks.com/47-1-library-books</a>	<b>References, Websites</b>

<b>1. Course Title</b>					
Educational psychology					
<b>2. Course Code</b>					
<b>3. Year/ Semester</b>					
2025-2026					
<b>4. Date of preparation:</b>					
20/9/2025					
<b>5. Attendance Modes Available</b>					
In-person					
<b>6. Total Number of Hours/Credits</b>					
2 hours/ 4 unit					
<b>7. Course Coordinator's Name</b>					
<b>8. Aims of Course</b>					
Teaching students the most important skills of teaching, which enable them to cope with students in the future, manage classroom and use reinforcement and other cognitive skills.					
<b>9. Teaching and Learning Strategies</b>					
1- The direct method 2- The deductive method 3- The interactive method					
4- Brainstorming 5- The visual method (screens or presentations) 6- Information Testing.					
<b>10. Course Format</b>					
Week	Hour #	Unit / Subject	Teaching Method	Learning Output	
Lect. 1	2	Introduction to psychology	Unit One		
Lect. 2	2	Objectives of psychology	Unit Two		

Lect. 3		Schools of	Unit Three		
	2	Psychology			
		Sensation,	Unit Three		
Lect. 4	2	attention, and			
		perception			
Lect. 5	2	Absent-mindedness			
			Unit Four		
Lect. 6		Factors affecting			
Lect. 7	2	Feeling and attention	Unit Five		
		Exam			
Lect. 8		Research methods in			
	2	educational psycholo	Unit Six		
Lect. 9		The inner meditation	Unit Seven		
	2	method			
Lect.		The clinical method a			
10	2	the experimental method	Unit Eight		
		Learning theories			
		of Pavlov and Skinne	Unit Nine		
		among others	Unit Ten		
		Exam			

**11. Course Evaluation: Two Semester Exams + Final**

**Circle Shading Method of Testing + Traditional Method**

**12. Teaching Materials**

**Textbook**

**Educational Psychology by: Muhammad O. Al-Remawi**

1. Course Name: Morphology and syntax

Stage 2

2. Course Code:

3. Semester / Year:

2025/2026

4. Description Preparation Date:

24-09-2025

5. Available Attendance Forms:

Attendance

6. Number of Credit Hours (Total) / Number of Units (Total)

3 hours / 5 Units

7. Course administrator's name (mention all, if more than one name)

8. Course Objectives

Course Objectives

- Explore the internal structure of words and sentences
- Expanding the skill of critical analysis of the English Grammar.
- Trying to link the grammatical structure with real world interaction

9. Teaching and Learning Strategies

<b>Strategy</b>	<ul style="list-style-type: none"> <li>● using interactive lectures and class participation.</li> <li>● oral and written quizzes with teacher 's guide.</li> <li>● Teaching strategy using the observation series.</li> </ul>
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## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Define morphemes and its types	Morpheme	Explanation via board supported with examples	Question and answers
2	3	Identify free vs. bound morphemes	Morpheme	Divide students into work groups	Oral quiz
3	3	Distinguish derivational and inflectional morphemes	Morpheme	EXplanation via board supported with	Written quiz
4	3	Define word and its types	Word	Explanation via board + examples	Class participation
5	3	Analyze structure and formation of words	Word	Explanation via board + examples	Class participation
6	3	Understanding the ways by which words are formed	Processes of word formation	Lecture + examples	Worksheet
7	3	Understand affixation, compounding	Processes of word formation	Lecture + Discussion	Worksheets
8	3	Study conversion, clipping, blending etc.	Processes of word formation	Lecture + Discussion	Worksheet
9	3	Identify inflectional morphemes	Inflectional paradigm	Lecture + examples	Oral quiz

10	3	Understand grammatical categories (tense, number, etc.)	Inflectional paradigm	Lecture + Discussion	Questions and answers
11	3	Explore the inflectional paradigm	Inflectional paradigm	Lecture + Discussion	Questions and answers
12	3	Define and identify noun, verb, adjective, adverb	Parts of speech Form classes	Lecture + Examples	Quiz
13	3	Examine morphological and syntactic behavior	Parts of speech Form classes	Lecture + Examples	Homework
14	3	Study function words (prepositions, pronouns, auxiliaries)	Parts of speech structure classes	Explanation via board + examples	Class participation
15	3	Analyze grammatical function of structure words	Parts of speech structure classes	Explanation via board + examples	Oral quiz
16	3	Test on Chapters 8-13	8-13	Written exam	Written exam
17	3	Analyze NP structure and modifiers	Noun and verb phrases	Explanation via board + examples	Quiz
18	3	Determine NP positions in sentences	Noun and verb phrases	Explanation via board + example	Discussion
19	3	Recognize embedded and coordinated noun phrases	Noun and verb phrases	Explanation via board + example	Quiz
20	3	Understand verb phrase structure	Noun and verb phrases	Explanation via board + example	Questions and answers
21	3	Identify auxiliaries and verb combinations	Noun and verb phrases	Explanation via board + example	Questions and answers
22	3	Practice verb phrase construction	Noun and verb phrases	Explanation via board + example	Questions and answers
23	3	Learn five basic sentence patterns	Basic sentence patterns	Lecture + Examples	Questions and answers

24	3	Identify subject, verb, object, complement, modifier	Basic sentence patterns	Lecture + Discussion	Class participation
25	3	Diagram sentence patterns	Basic sentence patterns	Lecture + Examples	Quiz
26	3	Define form, position, function classes	Parts of speech positional classes	Explanation via board + example	Quiz
27	3	Categorize parts of speech by position	Parts of speech positional classes	Explanation via board + example	Class participation
28	3	Understanding the role of position	Parts of speech positional classes	Lecture + Discussion	Questions and answers
29	3	Review from morpheme to sentence structure	Parts of speech positional classes	Explanation via board + example	Quiz
30	3	Apply full grammar knowledge	Exam	Final.exam	Written exam

### 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports..... etc

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	An introductory English grammar by Norman C. Stageberg, Dallin D. Oaks, 1965, Holt, Rinehart and Winston edition, in English
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

## Course description

1. Course Name:

English phonology

2. Course Code:

HAEDEN24M102

3. Semester / Year:

First and second semesters / 2025-2026

4. Description Preparation Date:

**20/9/2025**

5. Available Attendance Forms:

Electronic class (integrated)

6. Number of Credit Hours (3) (total: 90)/ Number of Units (5)

7. Course administrator's name (mention all, if more than one name)

8. Course Objectives

Course Objectives

- Learn the basic principles of English phonology
- Learn about the structure of English sounds syllables

9. Teaching and Learning Strategies

Strategy

Theoretical and practical lectures, dialogue and discussions, oral questions

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3hrs	Chapter 1: Introduct	Phonetics and Phonology, phoneme and accent and dialect, with transcription exercise	Lecture	Quizzes and Or questions
2	3hrs	Chapter 5: Phoneme and Symbols	e, symbols and with transcripti exercise	Lecture	Quizzes and Or questions
3	3hrs	Chapter 5. Chapter 6: Fricatives and Affricates, and 7 Nasals	Pho ganic, nasals, and w, j, r. w transcription exercise	Lecture	Quizzes and Or questions
4	3hrs	Chapter 8: The Syllable	e, and syllables structure, with transcription exercise	Lecture	Quizzes and Or questions
5	3hrs	Chapter 8: and Ch. 9: Stro and Weak Syllables	Syllable Division, strong a weak, with transcription exercise	Lecture	Quizzes and Oral questions
6	3hrs	Ch. 9: Strong and Weak Syllables	The schwa, and i and u, with transcription exercise	Lecture	Quizzes and Or questions
7	3hrs	Ch. 9: Strong and Weak Syllables	Syllabic Consonants, with transcription exercise	Lecture	Quizzes and Or questions
8	3hrs	Ch. 10: Stress in Simple Words	The nature of Stress, and Level Stress, with transcription exerc	Lecture	Quizzes and Or questions
9	3hrs	Ch. 10: Stress in Simple Words	Placement of Stress within the word, with transcription exerci	Lecture	Quizzes and Or questions
10	3hrs	Exam	Syllabic Consonants, with transcription exercise	Lecture	Quizzes and Or questions
11	3hrs	Ch. 11: Complex Word St	Complex and Compound Word Suffixes, Word-Class Pairs, wit transcription exercise	Lecture	Quizzes and Or questions
12	3hrs	Ch. 12: Weak Forms	Weak Forms, with transcriptio exercise	Lecture	Quizzes and Or questions
13	3hrs	Ch. 12: Weak Forms	Weak Forms, with transcriptio exercise	Lecture	Quizzes and Or questions

14	3hrs	Ch. 12: Weak Forms	Weak Forms, with transcription exercise	Lecture	Quizzes and Oral questions
15	3hrs	Mid-term Exam			
16	3hrs	Ch. 13: Problems in Phonemic Analysis	Affricates and The English Vow System, with transcription exercise	Lecture	Quizzes and Oral questions
17	3hrs	Ch. 13: Problems in Phonemic Analysis	Affricates and The English Vow System, with transcription exercise	Lecture	Quizzes and Oral questions
18	3hrs	Ch. 14: Aspects of Connected Speech	Rhythm and assimilation, with transcription exercise	Lecture	Quizzes and Oral questions
19	3hrs	Ch. 14: Aspects of Connected Speech	Assimilation, elision and linking with transcription exercise	Lecture	Quizzes and Oral questions
20	3hrs	Mid-term Exam	Mid-term Exam	Lecture	Quizzes and Oral questions
21	3hrs	Ch. 13: Problems in Phonemic Analysis	Affricates and The English Vow System, with transcription exercise	Lecture	Quizzes and Oral questions
22	3hrs	Ch. 13: Problem Phonemic Analysis	Affricates and The English Vow System, with transcription exercise	Lecture	Quizzes and Oral questions
23	3hrs	Ch. 14: Aspects of Connected Speech	Rhythm and assimilation, with transcription exercise	Lecture	Quizzes and Oral questions
24	3hrs	Ch. 16: Intonation	the tone unit and its structure	Lecture	Quizzes and Oral questions
25	3hrs	Ch. 17: Intonation	Fall-rise and rise-fall tones, with transcription exercise	Lecture	Quizzes and Oral questions
26	3hrs	Ch. 17: Intonation	Problems in analysing the form of intonation,	Lecture	Quizzes and Oral questions
27	3hrs	Ch. 18: Function of intonation 1	Attitudinal function	Lecture	Quizzes and Oral questions
28	3hrs	Ch. 19: Function of intonation 2	Accentual and grammatical function	Lecture	Quizzes and Oral questions
29	3hrs	Ch. 19: Function of intonation 2	discourse function	Lecture	Quizzes and Oral questions
30	3hrs	Final Exam	Final Exam	Exam	Exam

## 11. Course Evaluation

The grade is distributed out of 100 based on the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, and reports.

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	- Roach, P. (2008). English Phonetics and Phonology: A practical course
Main references (sources)	- Muhamed Yavas (2013). Applied English Phonology - Geoffery Nathan (2008). Phonology: A Cognitive Grammar Introduction - Philip Carr (2013). English Phonetics and Phonology: An Introduction
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

## Course Description Form

<b>1. Course Name:</b>					
Adult education					
<b>2. Course Code:</b>					
<b>3. Semester / Year:</b>					
2025\2026					
<b>4. Description Preparation Date: 24-09-2025</b>					
<b>5. Available Attendance Forms:</b>					
In person only					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
2hours\2units					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>1- Providing students with the skill of using modern technologies to teach adults</li> <li>2- Expanding thinking skills and discovering new ways to teach adults</li> <li>3- Explaining the most important modern ideas for adult education....</li> </ul>				
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>	<ul style="list-style-type: none"> <li>1- Education strategy using collaborative concept planning.</li> <li>2- Teaching strategy using brainstorming.</li> <li>3- Teaching strategy using the observation series.</li> </ul>				
<b>10. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2hours	A. The definition of Adult education according to Uk. B. The definition of Adults according the usa.	1-Adult education and the education of adults	Give a lecture	Exchange of information between students

2	2hours	A. The definition of Learning. B. what is the term adult learner?	1-The Adult learner and adult learning	Give a lecture	Exchange of information between students
3	2hours	A. wloodkowskis major factors that Affect motivation.	1-Characteristics of the adult learner	Give a lecture	Exchange of information between students
4	2hours	A. Burgess basic orientations to adult education.	1-The motives for self directed learning which are explained by john stone and riversal	Give a lecture	Exchange of information between students
5	2hours	A. Hoper and osborn. B. Tight.	1-important viewpoints for famous resarchers belong to adulateducation	Give a lecture	Exchange of information between students
6	2hours	A. Beinarts and smith. B. common persuits and phrases for the two a bove style.	1-How to encourage self directed learning practicesin students.	Give a lecture	Exchange of information between students
7	2hours	A. step 1: Assess reading to learn. B. step 2: set learning goals.	1-self_ddirected Learning A four step process	Give a lecture	Exchange of information between students
8	3hours	A. what is self_directed learning? B. The mindsets that prevent self_directed learning: Motivatin Ability type.	1-How to encourage self directed learning practicesin students.	Give a lecture	Exchange of information between students
9	2hours	A. overview of learning styles. B. visual (spatial) style	1-Overview of learning styles	Give a lecture	Exchange of information between students
10	2hours	A. common persuits and phrases for the two a bove styles	1-physical kinesthetic style 2-logical mathematical style	Give a lecture	Exchange of information between students
11	2hours	A. common pur suits and phrases for the bove styles	1-social interpersonal style	Give a lecture	Exchange of information

			2-solitary intrapersonal style		between students
12	2hours	A.multiple intelligence theories	1-Definition of intelligence	Give a lecture	Exchange of information between students
13	2hours	A.linguistic intelligence B.give examples for very intelligence above and explain them	1-gardners theory of multiple intelligences.	Give a lecture	Exchange of information between students
14	2hours	A.linguistic intelligence B.logical mathematical.	1-musical intelligence. 2- Bodily_kinesthetic intelligence	Give a lecture	Exchange of information between students
15	2hours	A.give examples for every intelligence above and explain them	1-spatial intelligence 2- interpersonal intelligence	Give a lecture	Exchange of information between students
16	2hours	exam			
17	2hours	A.give examples for every one above and explain them.	1-intrapersonal Intelligence. 2- Naturalis intelligence	Give a lecture	Exchange of information between students
18	2hours	A.sharing students for doing the same job	1-make practical lesson for teaching any english material by using the visual style	Give a lecture	Exchange of information between students
19	2hours	A.sharing students for doing the same job	1-make practical lesson for teaching any english material by using the verbal style	Give a lecture	Exchange of information between students
20	2hours	A.sharing students for doing the same job	1-make practical lesson for teaching any english material by using the Aural style	Give a lecture	Exchange of information between students
21	2hours	A.sharing students for doing the same job	1-Make apractical lesson for any English material by using physical style	Give a lecture	Exchange of information between students

22	2hours	A.sharing students for doing the same job	1-Make apractical lesson for any English material By using logical sty	Give a lecture	Exchange of information between students
23	2hours	A.sharing students for doing the same job	1-make apractical lesson for ..... by using social style	Give a lecture	Exchange of information between students
24	2hours	A.sharing students for doing the same job	1-Make apractical lesson ..... by using solitary style	Give a lecture	Exchange of information between students
25	2hours	A.adult education and education of adults.	1-Revision of first section	Give a lecture	Exchange of information between students
26	2hours	A.self_directed learning a four_step process	1-Revision of second section	Give a lecture	Exchange of information between students
27	2hours	A. The seven learning styles.	1-Revision of the third section	Give a lecture	Exchange of information between students
28	2hours	A.The intelligencies	1-Revision of the fourt section	Give a lecture	Exchange of information between students
29	2hours	Exam for the scond section			
30	2hours	Final exam			

### 11. Course Evaluation

Distribution is as follows: 25 marks for monthly and daily exams for the first semester. 25 marks for monthly and daily exams for the second semester. 50 marks for final exams

### 12. Learning and Teaching Resources

Main references (sources)	English novel: 1- Lord of the Flies by William Golding. 2- Animal Farm by George Orwell.
Recommended supporting books and references (scientific journals, reports..... )	Golding, W. (1987). Lord of the flies: Casebook

## Course Description Form

<b>1. Course Name:</b>	
Teaching English as a foreign and second Language	
<b>2. Course Code:</b>	
<b>3. Semester / Year:</b>	
2025-2026	
<b>4. Description Preparation Date:</b>	
24-09-2025	
<b>5. Available Attendance Forms:</b>	
Weekly	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
2Hours –four units	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
<b>8. Course Objectives</b>	
<b>Course Objectives;</b> 1- Understanding the difference between foreign and second language. 2- Identifying the factors influencing the classroom management. 3- What are the goals of teaching English as a foreign and second language.	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	1 - presenting lectures and engaging students. 2- written and oral test given by the course instructor. 3- Teaching method using series of lectures.

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Self development	The self developed language teacher	Explanation the topics with examples	Presented questions between the doctor and th students.
2	2	Exploration	Exploration of teaching.	Explanation the topics with examples	Presented questions between the doctor and th students.
3	2	Settings	EFL -ESL teaching settings	Explanation the topics with examples	Presented questions between the doctor and th students.
4	2	Teaching language skills	Teaching students to comprehend spoken English	Explanation the topics with examples	Presented questions between the doctor and th students.
5	2	Teaching language skills	Teaching the conversation class	Explanation the topics with examples	Presented questions between the doctor and th students.
6	2	Teaching language skills	Teaching the students to read the meaning	Explanation the topics with examples	Presented questions between the doctor and th students.
7	2	Teaching language skills	Teaching students the steps of the writing process”	Explanation the topics with examples	Presented questions between the doctor and th students.
8	2	Principles of EFL and ESL Teaching	What is the main goal of the	Explanation the topics	Presented questions between the

			communicative classroom?"	with examples	doctor and th students.
9	2	Principles of EFL and ESL Teaching	What makes the classroom more communicative?	Explanation the topics with examples	Presented questions between the doctor and th students.
10	2	Principles of EFL and ESL Teaching	How can the teacher provide students with opportunities to communicate in the classroom?"	Explanation the topics with examples	Presented questions between the doctor and th students.
11	2	Principles of EFL and ESL Teaching	What are the problems that teachers face while teaching communication?"	Explanation the topics with examples	Presented questions between the doctor and th students.
12	2	Classroom management"	"Definition of classroom management"	Explanation the topics with examples	Presented questions between the doctor and th students.
13	2	Classroom management"	How can the teacher gain opportunities by using knowledge of classroom management?"	Explanation the topics with examples	Presented questions between the doctor and th students.
14	2	Classroom management"	What problems does the teacher face in managing interaction inside the classroom?"	Explanation the topics with examples	Presented questions between the doctor and th students.
15	2	Classroom management"	How can teachers create a learning environment for students inside the classroom?"	Explanation the topics with examples	Presented questions between the doctor and th students.
16	2	First semester exam"			Written exam

17	2	Materials, media, and techniques for foreign language and second language”	Who develops the educational materials for the English language teacher as a foreign language and second language?”	Explanation the topics with exam Explanation the topics with examples	Presented questions between the doctor and th students.
18	2	Materials, media, and techniques for foreign language and second language”	Definition of authentic materials and their types”	Explanation the topics with examples	Presented questions between the doctor and th students.
19	2	Materials, media, and techniques for foreign language and second language”	What are the advantages and disadvantages of using authentic materials?”	Explanation the topics with examples	Presented questions between the doctor and th students.
20	2	Materials, media, and techniques for foreign language and second language”	How can the teacher use authentic materials and media?”	Explanation the topics with examples	Presented questions between the doctor and th students.
21	2	Materials, media, and techniques for foreign language and second language”	What types of technologies does the teacher use?”	Explanation the topics with examples	Presented questions between the doctor and th students.
22	2	Materials, media, and techniques for foreign language and second language”	What problems do teachers face when using technologies, media, and materials?”	Explanation the topics with examples	Presented questions between the doctor and th students.
23	2	Culture and the language teacher”	Definition of culture”	Explanation the topics with examples	Presented questions between the doctor and th students.
24	2	Culture and the language teacher”	What are the benefits of adapting to another culture?”	Explanation the topics with examples	Presented questions between the doctor and th students.
25	2	Culture and the language teacher”	What are the cultural principles that the teacher teaches to the students?”	Explanation the topics with examples	Presented questions between the doctor and th students.

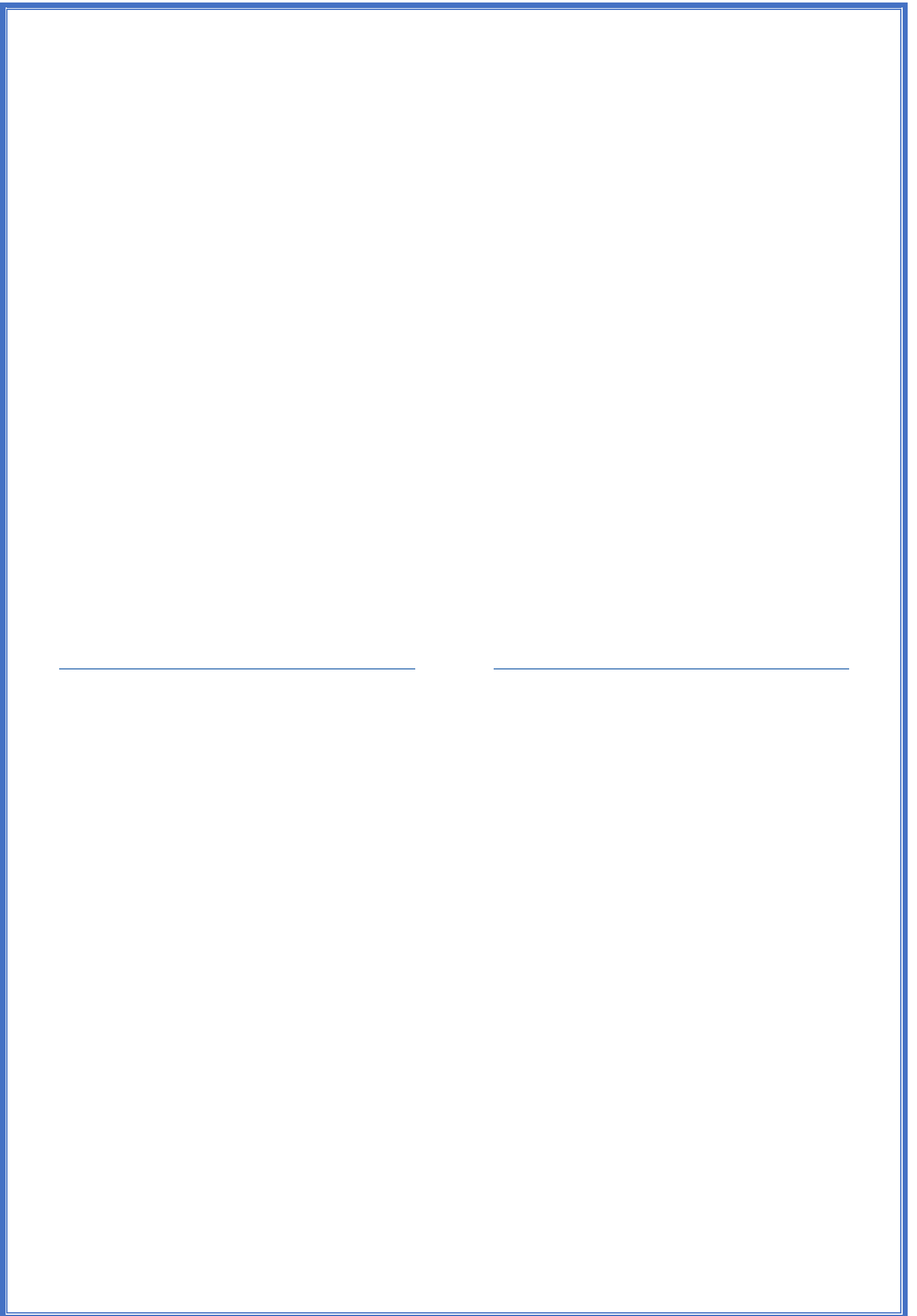
26	2	Culture and the language teacher”	What problems do teachers face in learning and teaching culture?”	Explanation the topics with examples	Presented questions between the doctor and th students.
27	2	Teaching students to understand spoken language	What is included in the listening class?”	Explanation the topics with examples	Presented questions between the doctor and th students.
28	2	Teaching students to understand spoken language	What problems do language teachers face in teaching spoken language?”	Explanation the topics with examples	Presented questions between the doctor and th students.
29	2	Second semester exam”			Written test
30	2	Final exam”			Written test

### 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports.....etc

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Teaching English as a foreign language and second language Jeer ,G-Gehard
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



## Course Description Form

<b>1. Course Name:</b>	
Short Story	
<b>2. Course Code:</b>	
<b>3. Semester / Year: year</b>	
2025-2026	
<b>4. Description Preparation Date:</b>	
24-09-2025	
<b>5. Available Attendance Forms:</b>	
Weekly/Attendance	
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>	
2 Hours/ 4 Units	
<b>7. Course administrator's name (mention all, if more than one name)</b>	
<b>8. Course Objectives</b>	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• To enhance the students abilities to master the four skills of understanding English language</li> <li>• Throughout reading and analyzing the short stories the student's capabilities in critical thinking will thrive.</li> <li>• To master the genre od short story and novella</li> </ul>
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	<p>Read the text in class after the student has listened to it on YouTube channel.</p> <p>2. Analyze the story's elements, including events, character settings, and the historical period in which the text was written and their relationship to the text.</p> <p>3. Conduct a daily oral exam for all students.</p> <p>4. Conduct four monthly exams, two per semester.</p>

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	The student understands the principles of the short story: its ancestors;	Introduction to the short story	Blended learning : the material is available on my you tub channel and Ii also explain the material to the students in the classroom	Oral exam
2	2	The most important short story writers in the world and its types	Introduction to the short story		Oral exam
3	2	Reading the text	<b>The Black Cat by Edger Allen Poe and the gothic fiction</b>		
4	2	The characters, the plot , and themes and genre	<b>The Black Cat by Edger Allen Poe and the gothic fiction</b>		
5	2	Reading the text	<b>The Open Window by Saki</b>		
6	2	The characters, the plot , and themes and genre	<b>The Open Window by Saki</b>		
7	2		Monthly examination		
8	2	Reading the text	<b>The Happy Prince by Oscar Wilde</b>		

9	2	The characters, the plot, and themes and genre	<b>The Happy Prince by Oscar Wilde</b>		
10	2	Reading the text	<b>The Doll's House by Katherine Mansfield</b>		
11	2	The characters, the plot, and themes and genre	<b>The Doll's House by Katherine Mansfield</b>		
12	2		Monthly exam		
13	2	Reading the text	<b>Cat in the Rain by Ernest Hemingway</b>		
14	2	The characters, the plot, and themes and genre	<b>Cat in the Rain by Ernest Hemingway</b>		
15	2	Reading the text	<b>The Old man and the Sea by Ernest Hemingway</b>		
16	2	Reading the text	<b>The Old man and the Sea by Ernest Hemingway</b>		
17	2	Reading the text	<b>The Old man and the Sea by Ernest Hemingway</b>		
18	2	The plot	<b>The Old man and the Sea by Ernest Hemingway</b>		
19	2		Monthly examination		
20	2	Characters	<b>The Old man and the Sea by Ernest Hemingway</b>		
21	2	themes	<b>The Old man and the Sea by Ernest Hemingway</b>		
22	2		Monthly examination		
23	2		Revision		

24	2		Revision		
25	22		Revision		
26	2	Reading and analyzing	"A Rose for Emily" by William Faulkner		
27	2	Reading and analyzing	"The Magic Shop" by H.G. Wells		
28	2	Reading and analyzing	"The Lottery" by Shirley Jackson:		
29	2		Revision		
30	2		Revision		

### 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports..... etc

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The original texts as required by the ministry of higher education
Main references (sources)	Short story for students
Recommended books and references (scientific journals, reports...)	The written lectures I provide to the students
Electronic References, Websites	My you tube channel <a href="https://www.youtube.com/@SpiralMinaret">https://www.youtube.com/@SpiralMinaret</a>

## Course Description Form

1. Course Name: Listening and Speaking	
2. Course Code:	
3. Semester / Year:	
2025/2026	
4. Description Preparation Date:	
24-09-2025	
5. Available Attendance Forms:	
Regularity	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours / 3 units	
7. Course administrator's name (mention all, if more than one name)	
<b>8. Course Objectives</b>	
1. Develop academic education at universities and colleges in accordance with higher education quality standards, enabling universities to produce graduates capable of entering the labor market.	.
2. Clarify basic English language concepts.	
3. Develop students' English language skills, such as listening, speaking, and writing.	
4. Explain the importance of the English language.	
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	1- Explanation and clarification. 2- Lecture method. 3- Discussion method.

## 10- The course structure

Evaluation method	Teaching method	outcomes Name of unit/or subject	Required learning	hours	week
Oral and exams	Explanation and clarification	Listening and speaking	Introduction	1th	1
Oral and exams	Explanation and clarification	Listening and speaking	Unite one	1th	2
Oral and exams	Explanation and clarification	Listening and speaking	Exercises	1th	3
Oral and exams	Explanation and clarification	Listening and speaking	Did you know?	1th	4
Oral and exams	Explanation and clarification	Listening and speaking	Exercises of listening	1th	5
Oral and exams	Explanation and clarification	Listening and speaking	Unite two	1th	6
Oral and exams	Explanation and clarification	Listening and speaking	Abbreviations	1th	7
Oral and exams	Explanation and clarification	Listening and speaking	Exercises about the topic	1th	8
Oral and exams	Explanation and clarification	Listening and speaking	Focus on	1th	9
Oral and exams	Explanation and clarification	Listening and speaking	Exercises problems and solutions	1th	10
Oral and exams	Explanation and clarification	Listening and speaking	Listening	1th	11
Oral and exams	Explanation and clarification	Listening and speaking	Unite three	1th	12
Oral and exams	Explanation and clarification	Listening and speaking	Exercises	1th	13
Oral and exams	Explanation and clarification	Listening and speaking	Exercises of listening	1th	14

		Listening and speaking	First semester exam	1th	15
Oral and exams	Explanation and clarification	Listening and speaking	Did you know?	1th	16
Oral and exams	Explanation and clarification	Listening and speaking	Diseases	1th	17
Oral and exams	Explanation and clarification	Listening and speaking	What is the problem	1th	18
Oral and exams	Explanation and clarification	Listening and speaking	Suggestions	1th	19
Oral and exams	Explanation and clarification	Listening and speaking	Exercises about suggestions	1th	20
Oral and exams	Explanation and clarification	Listening and speaking	Exercises of listening	1th	21
Oral and exams	Explanation and clarification	Listening and speaking	Types of problems	1th	22
Oral and exams	Explanation and clarification	Listening and speaking	Unite four	1th	23
		Listening and speaking	Second semester exam	1th	24

## 11. Course Evaluation

1. Semester exam (theory 25 +25) = 50%
2. Final exam (practical 50) = 50%

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Listening and speaking CAMBRIDGE
Main references (sources)	Listening and speaking CAMBRIDGE
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

1. Course Name: 16th & 17th Century Poetry

2. Course Code: HAEHEN25207

3. Semester / Year: 2025

4. Description Preparation Date: 15/9/2025

5. Available Attendance Forms:

6. Number of Credit Hours (Total) / Number of Units (Total): 90

7. Course administrator's name (mention all, if more than one name)

**8. Course Objectives**

**Course Objectives**

- Analyzing poems

**9. Teaching and Learning Strategies**

**Strategy**

Discussion inside the classroom  
Power point show

## 10. course structure

Evaluation method	Learning method	Required learning outcomes	Hours	Week
Daily exams and oral questions	lecture	Earl of Surrey	2	one
Discussion	lecture	Spring	2	two
discussion	lecture	Thomas Wyatt	2	three
		The Hind	2	

Daily exams and oral questions	lecture	Philip Sidney	2	four
Daily exams and oral questions	lecture	Leave Me O Love	2	five
Daily exams and oral questions	lecture	Edmund Spenser	2	six
Daily exams and oral questions	lecture	Like as a Ship	2	seven
Daily exams and oral questions	lecture	Christopher Marlowe	2	eight
Daily exams and oral questions	lecture	The Passionate Shepherd to His Love	2	nine
discussion	lecture	The Nymph's Reply to the Shepherd	2	ten
Daily exams and oral questions	lecture	William Shakespeare	2	eleven
Daily exams and oral questions	lecture	Sonnet 55	2	twelve

		Sonnet 18 & sonnet 116	2	Thirteen
		Mid year exam	2	Fourteen
		Mid year exam	2	Fifteen
Daily exams and oral questions	lecture	An Introduction to Metaphysical poetry	2	sixteen
Daily exams and oral questions	lecture	John Donne	2	Seventeen
Daily exams and oral questions	lecture	Death Be Not Proud	2	Eighteen
Daily exams and oral questions	lecture	George Herbert	2	Nineteen
Daily exams and oral questions	lecture	The Collar	2	Twenty
Daily exams and oral questions	lecture	An Introduction to cavalier Poetry	2	Twenty one
Daily exams and oral questions	lecture	Robert Herrick	2	Twenty two
Daily exams and oral questions	lecture	To Daffodils	2	Twenty three
Daily exams and oral questions	lecture	An Introduction to John Milton	2	Twenty four
Daily exams and oral questions	lecture	Paradise Lost BK 1 lines 1-156	2	Twenty five
Daily exams and oral questions	lecture	On His Blindness	2	Twenty six
Daily exams and oral questions	lecture	An Introduction to the Neoclassical Period	2	Twenty seven
		John Dryden Absalom and Achitophel	2	Twenty eight
		Alexander Pope	2	Twenty nine

10.		Essays on Criticism	2	Thirty
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Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports ....etc

### 11. Learning and Teaching Resources

Required textbooks (curricular book any)	Ala' Uddin H. Al- Jubori et al The Sixteenth Century
Main references (sources)	Shakir M Mustafa Seventeenth Century English Poetry
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

## Course Description Form

<b>1. Course Name: Academic Writing</b>					
Second Stage					
<b>2. Course Code:</b>					
<b>3. Semester / Year:</b>					
2025-2026					
<b>4. Description Preparation Date:</b>					
24-02-2025					
<b>5. Available Attendance Forms:</b>					
Weekly face-to-face only					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
2 hours / 3 units					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>		1-To equip students with the skill of writing in English. 2-To expand the writing and reading skills of English language students. 3-To clarify the importance of writing for language learning.			
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		1-Cooperative Concept Mapping Strategy. 2-Brainstorming Strategy. 3-Note-taking Strategy.			
<b>10. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding the basics of academic writing	Academic Writing	Lecture	Written Assignment
2	3	Understanding the basics of academic writing	Academic Writing	Lecture	Written Assignment

3	3	Learning how to write an introduction	Academic Writing	Discussion and Exercise	Weekly Quiz
4	3	Learning how to write an introduction	Academic Writing	Discussion and Exercise	Weekly Quiz
5	3	Understanding how to write the main body	Academic Writing	Lecture and Exercise	Written Assignment
6	3	Understanding how to write the main body	Academic Writing	Lecture and Exercise	Written Assignment
7	3	Learning how to write a conclusion	Academic Writing	Discussion and Exercise	Weekly Quiz
8	3	Learning how to write a conclusion	Academic Writing	Discussion and Exercise	Weekly Quiz
9	3	Understanding the importance of referencing	Academic Writing	Lecture and Exercise	Written Assignment
10	3	First exam	Academic Writing		
11	3	Learning how to write references	Academic Writing	Discussion and Exercise	Weekly Quiz
12	3	Learning how to write references	Academic Writing	Discussion and Exercise	Weekly Quiz
13	3	Understanding how to write an academic essay	Academic Writing	Lecture and Exercise	Written Assignment
14	3	Understanding how to write an academic essay	Academic Writing	Lecture and Exercise	Written Assignment
15	3	Learning how to analyze texts	Academic Writing	Discussion and Exercise	Written Assignment
16	3	Learning how to analyze texts	Academic Writing	Discussion and Exercise	Weekly Quiz
17	3	Understanding how to write an abstract	Academic Writing	Lecture and Exercise	Weekly Quiz
18	3	Understanding how to write an abstract	Academic Writing	Lecture and Exercise	Written Assignment
19	3	Learning how to write a research paper	Academic Writing	Discussion and Exercise	Written Assignment
20	3	Learning how to write a research paper	Academic Writing	Discussion and Exercise	Weekly Quiz
21	3	Understanding how to evaluate sources	Academic Writing	Lecture and Exercise	Weekly Quiz
22	3	Second exam	Academic Writing		
23	3	Learning how to avoid plagiarism	Academic Writing	Discussion and Exercise	Written Assignment
24	3	Learning how to avoid plagiarism	Academic Writing	Discussion and Exercise	Written Assignment
25	3	Understanding how to write an academic project	Academic Writing	Lecture and Exercise	Weekly Quiz

26	3	Understanding how to write an academic project	Academic Writing	Lecture and Exercise	Written Assignment
27	3	Learning how to present academic work	Academic Writing	Discussion and Exercise	Weekly Quiz
28	3	Learning how to present academic work	Academic Writing	Discussion and Exercise	Written Assignment
29	3	Reviewing and assessing academic writing	Academic Writing	Lecture and Exercise	Written Assignment
30	3	Final exam	Academic Writing		Final exam

## 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports.....etc

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<b>Introduction to Academic writing</b>
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	<a href="https://zlibrary-asia.se/">https://zlibrary-asia.se/</a> <a href="https://www.researchgate.net/">https://www.researchgate.net/</a> <a href="https://scholar.google.com/">https://scholar.google.com/</a>

## Course Description Form

1. Course Name: Reading	
Second Stage	
2. Course Code:	
3. Semester / Year:	
2025-2026	
4. Description Preparation Date:	
23/9/2025	
5. Available Attendance Forms: Attendance	
weekly	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours 3 units	
7. Course administrator's name (mention all, if more than one name)	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"><li>1. To equip students with the skill of reading correctly, corresponding to the reading of texts by native speakers of English.</li><li>2. To enhance their skills of inference and comprehension through reading English texts. Students learn new vocabulary and develop their use of synonyms and antonyms.</li><li>3. To review the latest texts published in books, magazines, and newspapers.</li></ul>
9. Teaching and Learning Strategies	
Strategy	<p>1- Spaced repetition strategy: Distributing study sessions over spaced time intervals .</p> <p>2- Summarization strategy: Condensing the main information and main ideas of the text.</p> <p>3- Reflective thinking strategy: Asking "why" and "how" questions to connect facts and concepts.</p>

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Chapter 1	The Youngsters Behind YouTube	Read and explain the text to the students	Allow all students read
2	2	Chapter 1	Solve exercises with review	Solve a specific point of each .exercise	Encourage student to solve exercises i .class
3	2	Chapter 2	When to Use Female Nouns	Read and explain the text to the students	Allow all students read
4	2	Chapter 2	Solve exercises with review	Solve a specific point of each .exercise	Encourage student to solve exercises i .class
5	2	Chapter 3	Your Negative Attitude can Hurt Your Career	Read and explain the text to the students	Allow all students read
6	2	Chapter 3	Solve exercises with review	Solve a specific point of each .exercise	Encourage student to solve exercises i .class
7	2	Chapter 4	The Colorful World of Synesthesia	Read and explain the text to the students	Allow all students read
8	2	Chapter 4	Solve exercises with review	Solve a specific point of each .exercise	Encourage student to solve exercises i .class
9	2	Chapter 5	What Is Creative ?Thinking	Read and explain the	Allow all students read

				text to the students	
10	2	Chapter 5	Solve exercises with review	Solve a specific point of each .exercise	Encourage student to solve exercises i .class
11	2	Chapter 6	Listen Up	Read and explain the text to the students	Allow all students read
12	2	Chapter 6	Solve exercises with review	Solve a specific point of each .exercise	Encourage student to solve exercises i .class
13	2	Chapter 7	Students Won't Give Up Their French Fries	Read and explain the text to the students	Allow all students read
14	2	Chapter 7	Solve exercises with review	Solve a specific point of each .exercise	Encourage student to solve exercises i .class
15	2	Chapter 8	Why I Quit the Company	Read and explain the text to the students	Allow all students read
16	2	The first term exam			Writing exam
17	2	Chapter 8	Solve exercises with review	Solve a specific point of each .exercise	Encourage student to solve exercises i .class
18	2	Chapter 9	East Meets West on Love's Risky Cyberhighway	Read and explain the text to the students	Allow all students read
19	2	Chapter 9	Solve exercises with review	Solve a specific point	Encourage student to solve exercises i .class

				of each .exercise	
20	2	Chapter 10	Don't Let Stereotypes Warp Your Judgment	Read and explain the text to the students	Allow all students read
21	2	Chapter 10	Solve exercises with review	Solve a specific point of each .exercise	Encourage student to solve exercises i .class
22	2	Chapter 11	The Art of Reading	Read and explain the text to the students	Allow all students read
23	2	Chapter 11	Solve exercises with review	Solve a specific point of each .exercise	Encourage student to solve exercises i .class
24	2	Chapter 12	When E.T. Calls	Read and explain the text to the students	Allow all students read
25	2	Chapter 13	Solve exercises with review	Solve a specific point of each .exercise	Encourage student to solve exercises i .class
26	2	The second term exam			Writing exam
27	2	Review ch1- 4			
28	2	Review ch5- 8			
29	2	Review ch9-12			
30	2	Final exam			

### 11. Course Evaluation

Quiz + first term exam = 15  
 Quiz + second term exam = 25  
 The final exam= 60

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<b>Select Reading</b> Teacher - approved reading for today students By Linda Lee +Jean Bernard 2 <sup>nd</sup> Edition
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

1. Course Title: Crimes of the Baath Regime in Iraq					
2. Course Code :					
3. Semester/Year 2025/2026					
4. Description Created: 19/9/2025					
5. Available Attendance Formats: Built-in					
6. Number of Academic Hours 1/ Number of Units ( 2)					
7. Name of the course administrator (if more than one name mentions)					
8. Course Objectives					
· <b>Learn about the history of the Baath regime</b> in Iraq and the crimes it committed against the Iraqi people and their sects.			<b>Course Objectives</b>		
9. Learning and Teaching Strategies					
Theoretical and practical lecture, dialogue and discussions, oral questions					<b>Strategy</b>
10. BenyaRapporteur					
Assessment Methods	Learning Methods	Unit Name or Subject	Learning and Teaching Outcomes	Hours	The week
Daily exams and oral questions	Lecture	The Concept of Crimes	The Concept of Crimes	1	The first
Daily exams and oral questions	Lecture	Crime Sections	Crime Sections	1	Second

Daily exams and oral questions	Lecture	Definition of crime in language and idiom	Definition of crime in language and idiom	1	Third
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Daily exams and oral questions	Lecture	C r i m e S e c t i o n s	Crime Sections	1	Fourth
Daily exams and oral questions	Lecture	<b>Baath crimes documented by the Supreme Court</b>	<b>Baath crimes documented by the Supreme Court</b>	1	V

re **Types of**

	Mid-Year Exam		1	Fourteenth
	examination half Sunnah		1	Fifteenth
	Mechanisms of Psychological Crimes	Mechanisms of Psychological Crimes	1	Sixteenth
	<b>Effects of Psychological Crimes</b>	<b>Effects of Psychological Crimes</b>	1	Seventeenth
	<b>Effects of Psychological Crimes</b>	<b>Effects of Psychological Crimes</b>	1	Eighteenth
	Violations of Iraqi Laws	Violations of Iraqi Laws	1	Nineteenth
	Violations of Iraqi Laws	Violations of Iraqi Laws	1	Twenty
	Violations of Iraqi Laws	Violations of Iraqi Laws	1	Twenty one
	<b>Decisions on Political and Military Violations</b>	<b>Decisions on Political and Military Violations</b>	1	Twenty two
	<b>Decisions on Political and Military Violations</b>	<b>Decisions on Political and Military Violations</b>	1	Twenty-third

	<b>Prison Locations</b>	<b>Prison Locations</b>	1	Twenty-fourth
	<b>Prison Locations</b>	<b>Prison Locations</b>	1	Twenty Fifth
	<b>Environmental Crimes</b>	<b>Environmental Crimes</b>	1	Twenty-sixth
	Semester exam			Twenty-seventh
	Final Exam			Twenty-eighth
	Final Exam			Twenty-ninth
	Final Exam			Thirty

according to the tasks assigned to the student, such as daily preparation, ms, and reports.

ources

egime in Iraq.

Required Textbooks

Course for

and private  
universities

(The methodology, if it exists)

y  
Occupatio  
n, Ihsan

Sources

y for Committing  
the aziz,  
Criminal

ry  
Occupation,  
Ihsan

Recommended books and references (scientific

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aziz,  
Crim  
inal

.... (journals, reports

Electronic References, Websites

1. Course Title: General Arabic

2. Course Code :

3. Semester/Year 2025-2026

4. Date Prepared for this description: 19-9-2025

5. Available Attendance Formats: Built-in

6. Number of Academic Hours 1/ Number of Units (2 )

7. Name of the course administrator (if more than one name mentions)

Akram Mohamed Tohme

8. Course Objectives

. Identify the basic principles of the Arabic language, language and literature

Course Objectives

9. Learning and Teaching Strategies

Theoretical and practical lecture, dialogue and discussions, oral questions

Strategy

10. structure

Assessment Methods	Learning Methods	Unit Name or Subject	Learning and Teaching Outcomes	Hours	The week
Daily exams and oral questions	Lecture	Speech Sections	Speech Sections	1	The first
Daily exams and oral questions	Lecture	Speech Sections	Definition of Sections	1	Second
Daily exams and oral questions	Lecture	Characteristics of the name	Characteristics of the name	1	Third

Daily exams and oral questions	Lecture	Characteristics of verbs	Characteristics of verbs	1	Fourth
Daily exams and oral questions	Lecture	<b>Characteristics of Letters</b>	<b>Characteristics of Letters</b>	1	V

Lecture	<b>Nominal Sentence</b>	<b>Nominal Sentence</b>	1	Sixth
Lecture	Actual sentence	Actual sentence	1	Seventh
Lecture	The beginner and his forms	The beginner and his forms	1	Eighth
Lecture	News and its types	News and its types	1	Ninth
Lecture	examination	Monthly exam	1	X
Lecture	Missing Verbs	Missing Verbs	1	Eleventh
	Types of Partial Verb Nouns	Types of names	1	Twelfth
	Semester exam		1	Thirteenth
	Mid-Year Exam		1	Fourteenth
	examination half		1	Fifteenth
	Sunnah			
Lecture	News of the imperfect verb	News of the imperfect verb	1	Sixteenth

Lecture	<b>Already suspicious characters</b>	<b>Already suspicious characters</b>	1	Seventeenth
Lecture	<b>Partial verb noun</b>	<b>Partial verb noun</b>	1	Eighteenth
Lecture	News of the imperfect verb	News of the imperfect verb	1	Nineteenth
Lecture	News Types	News Types	1	Twenty
Lecture	<b>Effects</b>	<b>Effects</b>	1	Twenty one
Lecture	<b>Literary Eras</b>	<b>Literary Eras</b>	1	Twenty two
Lecture	<b>Poetic Examples</b>	<b>Poetic Examples</b>	1	Twenty-third
Lecture	<b>Punctuation</b>	<b>Punctuation</b>	1	Twenty-fourth
Lecture	<b>Spelling rules</b>	<b>Spelling rules</b>	1	Twenty Fifth
Lecture	<b>Badr Shaker Al-Sayyab's poem</b>	<b>Badr Shaker Al-Sayyab's poem</b>	1	Twenty-sixth
	Semester exam			Twenty-seventh
Final Exam				Twenty-eighth
Final Exam				Twenty-ninth
Final Exam				Thirty
<p>100 according to the tasks assigned to the student, such as daily preparation, daily, oral, public,</p>				
<p><b>General Arabic Language for Non-Specialization</b></p>		<p>Required Textbooks (The methodology, if it exists)</p>		

resources

Sources

Recommended books and references (scientific

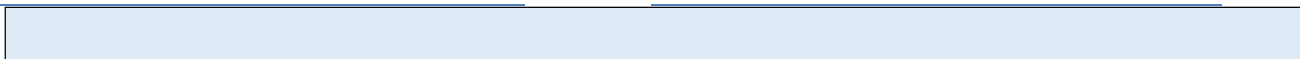
tion of Ibn Aqeel , Adequate Grammar ,

.... (journals, reports  
ry of Arabic Literature

	Electronic References, Websites

## Course Description Form

1. Course Name: Drama



2. Course Code:	
3. Semester / Year: Third	
2025-2026	
4. Description Preparation Date:	
23/09/2025	
5. Available Attendance Forms: Weekly	
Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3 hours / 5 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Mohanad Rmadhan Safar	
Email: <a href="mailto:mohanad.r@uohamdaniya.edu.iq">mohanad.r@uohamdaniya.edu.iq</a>	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> <li>-Essentially to give the third-year students a knowledge in depth of Shakespearean drama in terms of world, language and dramatic skill.</li> <li>-To introduces them also to the Elizabethan age and theatre.</li> <li>-Providing students with the skill of applying the ideas of English literature</li>   <li>-Expanding the skill of critical analysis of the English classic and Modern Literature</li> </ul>
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> <li>1- The standard method (giving lectures)</li> <li>2- Education strategy using collaborative concept planning.</li> <li>3- Teaching strategy using brainstorming.</li> <li>4- Teaching strategy using the observation series.</li> </ul>

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Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Introduction to Elizabethan Drama	Explaining the scientific material by reading selected literary Texts and giving the most important critical analyses.	Class performance and exams
2	3 hours	It provides the students with information about the various types of drama	Introduction to Shakespearian Drama	Write a review paper for each chapter that summarizes the most important ideas presented during the lectures.	Class performance and exams
3	3 hours	Enabling the students to develop their language skills; reading, writing, understanding, and speaking	Act 1, Sce. 1 and 2	Linking well-known critical ideas with the critical and analytical opinions of students.	Class performance and exams
4	3 hours	The lecture intends also to widen the students' cultural awareness and improve their critical insight	Scene 3+4	Standard method	Class performance and exams
5	3 hours	the students are supposedly acquainted with	Scene 5 Act 2, Scene 1	Standard method	Class performance and exams

		the meaning, plot, characters, and major themes			
6	3 hours	the students are supposedly acquainted with the meaning, plot, characters, and major themes	Act 2, Scene 2+3	Standard method	Class performance and exams
7	3 hours	the students are supposedly acquainted with the meaning, plot, characters, and major themes	Scene 4+5	Standard method	Class performance and exams
8	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Act 3, scene 1+2	Standard method	Class performance and exams
9	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Scene 3+4	Standard method	Class performance and exams
10	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Monthly Exam	Standard method	Class performance and exams
11	3 hours	Providing students with the skill of	Act 4, Scene 1+2	Standard method	Class performance and exams

		comprehending, analyzing and appreciating literary texts.			
12	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Scene, 3+4	Standard method	Class performance and exams
13	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Scene 4+5	Standard method	Class performance and exams
14	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Act 5, scene 1	Standard method	Class performance and exams
15	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Second exam	Standard method	Class performance and exams
16	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Act 5. Scene 2	Standard method	Class performance and exams
17	3 hours	Providing students with the skill of comprehending,	Introduction to Shakespeare an comedy	Standard method	Class performance and exams

		analyzing and appreciating literary texts.			
18	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Act 1, scene 1+2	Standard method	Class performance and exams
19	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Scene 3+4	Standard method	Class performance and exams
20	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Scene 5	Standard method	Class performance and exams
21	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Act2 scene 1+2+3	Standard method	Class performance and exams
22	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Scene 4+5	Standard method	Class performance and exams
23	3 hours	Providing students with the skill of comprehending, analyzing and	Act3 scene 1+2	Standard method	Class performance and exams

		appreciating literary texts.			
24	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Scene 3+4	Standard method	Class performance and exams
25	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Act3,Scene 1+2	Standard method	Class performance and exams
26	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Scene 4+5	Standard method	Class performance and exams
27	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Act 4 scene 1	Standard method	Class performance and exams
28	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	2+3	Standard method	Class performance and exams
29	3 hours	Providing students with the skill of comprehending, analyzing and	Monthly exam	Standard method	Class performance and exams

		appreciating literary texts.			
30	3 hours	Providing students with the skill of comprehending, analyzing and appreciating literary texts.	Final Exam	Standard method	Class performance and exams

### 11. Course Evaluation

First Course: Monthly Exam: 15 Daily homework: 5 Total: 25 Second Course: Monthly Exam: 5 Daily homework: 5 Total: 40 Total for the 1st and 2nd Courses: 40 Final Exam: 60 Final Grade: 100

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1-An Introduction to Drama.
Main references (Hamlet and Twelfth Night)	-Hamlet by William Shakespeare - Twelfth Night by William Shakespeare
Recommended books and references (scientific journals, reports...)	1- Shakespearean Tragedy by A. C. Bradley 2- Harcourt, Brace.(1946) Adventures in English Literature 3- STEFANIE LETHBRIDGE AND JARMILA MILDORF (2023).Basics of English Studies: An introductory course for students of literary studies in English.
Electronic References, Websites	<a href="https://www.goodreads.com/book/show/1503850.The_Meaning_of_Shakespeare_Volume_1">https://www.goodreads.com/book/show/1503850.The_Meaning_of_Shakespeare_Volume_1</a>

1. course name:

Grammar\ 3rd

2. Course Code:

3. Date

2025-2026

4. Date of Creating this Plan

20-9-2025

5. Types of Attendance

In person

6. Hours and Credits

3 hours, 5 credits

7. Course Instructor

8. Objectives

1- Appreciating the complexity of English Grammar.

2- Developing the students' understanding of elements of grammar, verb phrase and noun phrase.

9. Strategies of Teaching and Learning

- Brainstorming
- Open discussion
- Group work and pair work

10. The Structure of the Course

Evaluation	Type of Learning	Topic	Output of Learning	Hours	Week
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			phrase		11
Quizzes and oral questions	Brainstorming	Irregular verbs	Developing the students' understanding of verb phrase	3	12
Quizzes and oral questions	Brainstorming	Auxiliaries	Developing the students' understanding of verb phrase	3	13
Quizzes and oral questions	Brainstorming	Tense, Aspect and Mood	Developing the students'	3	14

			understanding of verb phrase		
Quizzes and oral questions	Brainstorming	Tense	Developing the students' understanding of verb phrase	3	15
Quizzes and oral questions	Brainstorming	Aspect (perfective)	Developing the students' understanding of verb phrase	3	16
Quizzes and oral questions	Brainstorming	Aspect (progressive)	Developing the students' understanding of verb phrase	3	17
Quizzes and oral questions	Brainstorming	Expressing Future Time	Developing the students' understanding of verb phrase	3	18
Quizzes and oral questions	Brainstorming	Mood	Developing the students' understanding of verb phrase	3	19
Quizzes and oral questions	Brainstorming	The basic noun phrase and Noun classes	Developing the students' understanding of verb phrase	3	20
Quizzes and oral questions	Brainstorming	Determiners	Developing the students' understanding of noun phrase	3	21
Quizzes and oral questions	Brainstorming	Reference and the Articles	Developing the students' understanding of noun phrase	3	22
Quizzes and oral questions	Brainstorming	System of article usage	Developing the students' understanding of noun	3	23

			phrase		
Quizzes and oral questions	Brainstorming	Number	Developing the students' understanding of noun phrase	3	24
Quizzes and oral questions	Brainstorming	Gender	Developing the students' understanding of noun phrase	3	25
Quizzes and oral questions	Brainstorming	The genitive	Developing the students' understanding of noun phrase	3	26
Quizzes and oral questions	Brainstorming	Pronoun	Developing the students' understanding of noun phrase	3	27

Quizzes and oral questions	Brainstorming	Case	Developing the students' understanding of noun phrase	3	28
Quizzes and oral questions	Brainstorming	Reference and the Articles	Developing the students' understanding of noun phrase	3	29
Quizzes and oral questions	Brainstorming	System of article usage	Developing the students' understanding of noun phrase	3	30

## 11. Evaluating the Course

## 12. References

- Quirk et al. (1985) The comprehensive Grammar of English
- Downing, A. & Locke, P. (2006). English Grammar a University Course. Routledge
- David, J. Y. (2003). Introducing English Grammar. Routledge

## Course Description Form

<b>1. Course Name:</b>					
Curriculum and Methods of Teaching					
<b>2. Course Code:</b>					
<b>3. Semester / Year:</b>					
2025-2026					
<b>4. Description Preparation Date:</b>					
24\02\2025					
<b>5. Available Attendance Forms:</b>					
Attendance					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
2 Hours/ 4 units					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Knowing the ancient and modern methods of teaching from a living person, knowing what is the role of the teacher or the teacher in each method, its advantages and disadvantages/goals, as well as the teaching steps for each method.....</li> <li>• Distinguishing the difference between curriculum, vocabulary, vocabulary types, and Bloom's taxonomy</li> <li>• Learn about curricula and their types</li> </ul>				
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>	<ul style="list-style-type: none"> <li>-Ancient and modern methods of teaching</li> <li>-The role of the teacher in each method, its disadvantages a advantages/goals</li> <li>-Teaching steps for each method.</li> </ul>				
<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1	3	Explaining the scientific material through	Introduction to Teaching Methods	Reading and writing with explanation	orally

		reading curriculum chapters			
2	3	Writing a review paper for each chapter summarizing the most important ideas presented during lectures	Teaching Methods (Grammar Translation Method - GTM)	Reading and writing with explanation	Questions and Answers orally
3	3	lecture The student knows the role of the teacher or instructor in Old methods, their disadvantages and advantages/goals	Teaching Methods (Grammar Translation Method - GTM)	Reading and writing with explanation	Questions and Answers orally
4	3	Knowing the extent of students' Comprehension of the material content and linking it to Adopting critical Thinking	Teaching Methods (Grammar Translation Method - GTM)	Reading and writing with explanation	Questions and Answers orally
5	3	Comprehensive Review of the material	Teaching Methods (Grammar Translation Method - GTM)	The student knows the role of the teacher or instructor in Old methods, their disadvantages and advantages/goals	Questions
6	3	Linking it with previous and new material	Teaching Methods - The Direct Method	Introduction to the topic	Questions and Answers orally
7	3	Knowing and understanding the differences; Students' awareness and reason for its	Teaching Methods - The Direct Method	Taking techniques used for the topic through oral question and answer	Questions and Answers orally
8	3	Knowing the characteristics and the difference between it and the previous	Teaching Methods - The Direct Method	Taking techniques used for the topic through oral question and	Questions and Answers Orally

				answer	
9	3	Setting general points; Writing the topic and concluding the method and material in final form	Teaching Methods - The Direct Method	Taking techniques used for the topic through oral question and answer	Questions and Answers orally
10	3	Finding important differences between the two methods by students	Teaching Methods - The Direct Method	Taking techniques used for the topic through oral question and answer	and Answers oral
11	3	Monthly exam covering teaching methods; Each section separately for both methods		written	written
12	3	Introduction to the method and reason for its emergence	Teaching Methods - Audio Lingual Method (ALM)	Reading and writing with explanation	Questions and Answers orally
13	3	General characteristics of the method	Teaching Methods - Audio Lingual Method (ALM)	Reading and writing with explanation	Questions and Answers orally
14	3	Techniques used in the method	Teaching Methods - Audio Lingual Method (ALM)	Reading and writing with explanation	Questions and Answers orally
15	3	Focused review of the material	Teaching Methods - Audio Lingual Method (ALM)	Reading and writing with explanation	Questions and Answers orally
16	3	Paper exam for the material	(ALM)	written	
17	3	Mid-year break			
18	3	Mid-year break			
19	3	Introduction to the method	Teaching Methods - The Silent Way	Reading and writing with explanation	Questions and answers
20	3	Most important Characteristics and why it was named this way	The Silent Way	Reading and writing with explanation	Questions and answers
21	3	Most important techniques used in	The Silent Way	Reading and writing with	Questions and answers

		the method and questions		explanation	
22	3	General and focused review	The Silent Way	Reading and writing with explanation	Questions and Answers orally
23	3	Paper exam for the method	The Silent Way	Reading and writing with explanation	
24	3	Introduction to the method and its importance	Teaching Methods - Communicative Language Teaching (CLT)	Reading and writing with explanation	Questions with answers
25	3	Most important characteristics of the method	(CLT)	Reading and writing with explanation	Questions With answers
26	3	Techniques used	(CLT)	Reading and writing with explanation	Questions with answers
27	3	Most important questions in the curriculum and answering them	(CLT)	Reading and writing with explanation	Questions with answers
28	3	Teaching students how to use this method in the future and knowing principles and characteristics of the method	(CLT)	Reading and writing with explanation	Questions with answers
29	3	Second semester exam with this method	(CLT)	Reading and writing with explanation	written
30	3	Review of all methods and their interconnections	All	Reading and writing with explanation	Questions with answers

## 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports.....etc

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Techniques and Principles in Language Teaching. By: Diane Larsen-Freeman (2000). (2nd Edition). Oxford: Oxford UP.
Main references (sources)	Methods of Teaching English to Arab Students. By: Nejat Al-Mutawa and Taseer Kailani (1989). Longman
Recommended books and references (scientific journals, reports...)	Make reports on the methods studied It is discussed in front of the students
	and questions are asked Make reports on the daily plan
Electronic References, Websites	

## Course Description Form

<b>1. Course Name:</b>					
Linguistics – Third year					
<b>2. Course Code:</b>					
<b>3. Semester / Year:</b>					
2025-2026					
<b>4. Description Preparation Date:</b>					
24-09-2025					
<b>5. Available Attendance Forms:</b>					
Attendance					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
3 hours / 5 units					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>			<ul style="list-style-type: none"> <li>1- Make students more aware of their beliefs About the attitudes towards language and linguistics.</li> <li>2- Show students how surprisingly diverse Human language and yet how fundamentally similar they are in many ways.</li> <li>3- Acquaint students with the major areas of language that linguists concern themselves with.</li> <li>4- Teach students some of the tools and techniques used in linguistic analysis and to develop their reasoning abilities by application of these tools.</li> </ul>		
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		<ul style="list-style-type: none"> <li>1- Education strategy using collaborative concept planning.</li> <li>2- Teaching strategy using brainstorming.</li> <li>3- Teaching strategy using the observation series.</li> </ul>			
<b>10. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	An introduction to linguistics	What is linguistics & who is a linguist	Explaining, discussing, and giving examples	Daily, weekly, monthly, written exams.
2	3	An introduction to linguistics	The differences between linguistic and traditional grammar	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.

3	3	An introduction to linguistics	The scope of linguistics	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
4	3	What is language	Definition of language and sound signal	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
5	3	What is language	The characteristics of human language	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
6	3	What is language	Human language versus animal communication	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
7	3	The study of the historical development of language	Historical linguistics / nineteenth century	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
8	3	The study of the historical development of language	Twentieth century / descriptive linguistics	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
9	3	The study of the historical development of language	21 <sup>st</sup> century / future trends	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
10	3	The origins of language	The source of the language	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
11	3	The sounds of language	Types of sounds and their classifications	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
12	3	The sounds of language	Types of sounds and their classifications	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
13	3	The sound patterns of language	Definition of phonology	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
14	3	The sound patterns of language	Classifications of phonology	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
15	3	The sound patterns of language	Co-articulation effects	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
16	3	Words and word-formation processes	The processes of the words formation	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
17	3	Words and word-formation processes	The processes of the words formation	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
18	3	Words and word-formation processes	The processes of the words formation	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
19	3	Morphology	An introduction to morphology	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
20	3	Morphology	Types of morphemes	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
21	3	Morphology	Problems in morphological description	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
22	3	Phrases and sentences: grammar	An introduction to grammar and traditional grammar	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
23	3	Phrases and sentences: grammar	Parts of speech and the agreement	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
24	3	Phrases and sentences: grammar	The approaches to the analysis	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
25	3	Syntax	An introduction	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.

26	3	Syntax	Tree diagram	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
27	3	Syntax	Tree diagram	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
28	3	Sociolinguistics	An introduction to sociolinguistics	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
29	3	Sociolinguistics	Dialects	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.
30	3	Sociolinguistics	Slangs	Explaining, discussing, and giving examples	Daily, weekly, monthly written exams.

## 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports... 40 marks for monthly and daily exams and 60 marks for final exams.

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1- George Yule, <i>The Study of Language</i> 2- Jean Aitchison, <i>Linguistics</i>
Main references (sources)	- Yule, G. (1996). <i>The Study of Language</i> , Cambridge University press, New York. Aitchison's <i>Linguistics: A practical</i> Aitchison, J. (2010). <i>-introduction to contemporary linguistics</i> . Hachette UK
Recommended books and references (scientific journals, reports...)	Crystal, D. (2011). <i>A dictionary of linguistics and phonetics</i> . John Wiley & Sons.
Electronic References, Websites	<a href="https://zlibrary-asia.se/">https://zlibrary-asia.se/</a>

## Course Description Form

1. Course Name: Victorian novel	
Third Stage	
2. Course Code:	
3. Semester / Year:	
2025_2026	
4. Description Preparation Date:	
23_9_2025	
5. Available Attendance Forms: Weekly	
Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total)	
3 hours / 5 units	
7. Course administrator's name (mention all, if more than one name)	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"><li>• Gain awareness into the social, political, and moral values of Victorian Britain by analyzing how novels reflect and respond to issues such as industrialization, gender roles, class divisions, and empire.</li><li>• Improve critical reading and interpretation skills by exploring narrative techniques, character development, symbolism, and themes found in Victorian fiction.</li><li>• Study how Charles Dickens and Emily Brontë contributed to the development of the novel as a literary form, including innovations in realism, gothic novel, and narrative voice.</li></ul>
9. Teaching and Learning Strategies	
Strategy	Education strategy using collaborative concept planning. Teaching strategy using brainstorming. Teaching strategy using the observation series

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Introduction to English novel	Introduction	Explaining the origin of the novel, the elements of novel and the characteristics of Victorian novel	Involve students in the discussion
2	3	Introduction to Emily Bronte and Wuthering Heights	Introduction to Wuthering Heights	Describe the most important points about the author and the novel in general	Involve students in the discussion and then ask them some questions to test their understanding
3	3	Understanding of Chapter 1, 2, 3	wuthering heights chapter 1, 2, 3	reading the chapters then analyze them and show the most important critiques' opinions	Involve student in the discussion and then give them the chance to give their own opinion
4	3	Understanding of Chapter 4,5,6,7	wuthering heights chapter 4,5,6,7	reading the chapters then analyze them and show the most important critiques' opinions	Involve student in the discussion and then give them the chance to give their own opinion
5	3	Understanding of Chapter 8,9,10	wuthering heights chapter 8,9,10	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give them the chance to give their own opinion at the end of the lecture give them a pop quiz to test their understanding
6	3	Understanding of Chapter 11,12,13	wuthering heights chapter 11, 12, 13	reading the chapters then analyze them and show the	Involve students in the discussion and then give them the chance to give

				most important critiques' opinions	their own opinion
7	3	Understanding of Chapter 14, 15, 16	wuthering heights chapter 14, 15, 16	reading the chapters then analyze them and show the most important critiques' opinions	Involve student in the discussion and then give them the chance to give their own opinion
8	3	Understanding of Chapter 17, 18, 19	wuthering heights chapter 17, 18, 19	reading the chapters then analyze them and show the most important critiques' opinions	Involve student in the discussion and then give them the chance to give their own opinion
9	3	Understanding of Chapter 20, 21, 22	wuthering heights chapter 20, 21, 22	reading the chapters then analyze them and show the most important critiques' opinions	Involve student in the discussion and then give them the chance to give their own opinion
10	3	Understanding of Chapter 23, 24, 25	wuthering heights chapter 23, 24, 25	reading the chapters then analyze them and show the most important critiques' opinions	Involve student in the discussion and then give them the chance to give their own opinion
11	3	Understanding of Chapter 26, 27, 28	wuthering heights chapter 26, 27, 28	reading the chapters then analyze them and show the most important critiques' opinions	Involve student in the discussion and then give them the chance to give their own opinion
12	3	Understanding of Chapter 29, 30, 31	wuthering heights chapter 29, 30, 31	reading the chapters then analyze them and show the most important	Involve student in the discussion and then give them the chance to give their own opinion

13	3			critiques' opinions	
14	3	Understanding of Chapter 32, 33, 34	wuthering heights chapter 32, 33, 34	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give the the chance to give their own opinion
15	3	Understanding the themes and characters' analysis of Wuthering Heights	Wuthering Heights novel analysis	Explaining the critiques views and analysis and connect them to the events of the novel	Involve students in the discussion and then ask them to give examples from the novel th match the analysi
16	3				
		Monthly exam			
17	3	understanding the Biography of Charles Dickens and the most important information about his novel Hard Times	<b>Introduction to Hard Times</b>	Describe the most important points about the author and the novel in general	Involve students in the discussion and ask them oral questions to test their understanding
18	3		Hard Times book 1 chapter 1, 2,3, 4		
19	3	Understanding of Chapter 1, 2, 3, 4	Hard Times chapter 5, 6, 7	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give the the chance to give their own opinion
		Understanding of Chapter 5,6,7	Hard Times chapter 8, 9, 10	reading the chapters then analyze them and show the most important critiques' opinions	Involve students in the discussion and then give the the chance to give their own opinion
		Understanding of Chapter 8, 9, 10		reading the chapters then analyze them and show the most important critiques'	Involve students in the discussion and then give the the chance to give their own opinion

				opinions	
20	3	Understanding of Chapter 11, 12, 13	Hard Times chapter 11, 12, 13	reading the chapters then analyze them and show the most important critiques' opinions	Involve student in the discussion and then give the the chance to give their own opinion
21	3				
22	3	Understanding of Chapter 14, 15, 16	Hard Times chapter 14, 15, 16	reading the chapters then analyze them and show the most important critiques' opinions	Involve student in the discussion and then give the the chance to give their own opinion
23	3	Understanding of Chapter 1, 2, 3	Hard Times book 2 chapter 1, 2, 3	reading the chapters then analyze them and show the most important critiques' opinions	Involve student in the discussion and then give the the chance to give their own opinion
24	3	Understanding of Chapter 4, 5, 6	Hard Times chapter 4, 5, 6	reading the chapters then analyze them and show the most important critiques' opinions	Involve student in the discussion and then give the the chance to give their own opinion
25	3				
		Understanding of Chapter 7, 8, 9	Hard Times chapter 7, 8, 9	reading the chapters then analyze them and show the most important critiques' opinions	Involve student in the discussion and then give the the chance to give their own opinion
		Understanding of Chapter 10, 11, 12	Hard Times chapter 10, 11, 12	reading the chapters then analyze them and show the most important critiques' opinions	Involve student in the discussion and then give the the chance to give their own opinion

26	3	Understanding of Chapter 1, 2, 3	Hard Times book3 chapter 1, 2, 3	reading the chapters then analyze them and show the most important critiques' opinions	Involve student in the discussion and then give the the chance to give their own opinion
27	3				
28	3	Understanding of Chapter4, 5, 6	Hard Times chapter 4,5,6	reading the chapters then analyze them and show the most important critiques' opinions	Involve student in the discussion and then give the the chance to give their own opinion
29	3	Understanding of Chapter 7, 8, 9	Hard Times chapter 7, 8, 9	reading the chapters then analyze them and show the most important critiques' opinions	Involve student in the discussion and then give the the chance to give their own opinion
30	3				
		Understanding the themes and characters' analysis of Hard Times	Hard Times novel analysis	Explaining the critiques views and analysis and connect them to the events of the novel	Involve students in the discussion and then ask them to give examples from the novel th match the analysi
		Monthly Exam			

## 11. Course Evaluation

daily preparation 5, daily oral 5, monthly exams 40, final exam 50

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	English novels: 1- wuthering heights by Emily Bronte. 2- Hard times by Charles Dickens.
Main references (sources)	. Brontë, Emily (1976). Wuthering Heights. Oxford: Clarendon Press  . Allen, Walter (1965), Introduction, Hard Times, by Dickens, Charles, Harper & Row,
Recommended books and references (scientific journals, reports...)	- Thoroddsen, Anna Margrjet. "The Theme of Facts and Fancy in Hard Times by Charles

	Dickens." BA Essay. University of Iceland. School of Humanities (2011): 1-21 Drew, Philip. "Charlotte Brontë as a critic of Wuthering heights." Nineteenth-Century Fiction (1964): 365-381.
Electronic References, Websites	<a href="https://zlibrary-asia.se/">https://zlibrary-asia.se/</a> <a href="https://www.researchgate.net/">https://www.researchgate.net/</a> <a href="https://scholar.google.com/">https://scholar.google.com/</a>

<b>Course Name .1</b>	
<b>Academic Writing -3<sup>rd</sup> stage</b>	
<b>Course Code .2</b>	
<b>HAEHEN25F303</b>	
<b>Year/Semester .3</b>	
<b>2025-2026</b>	
<b>Date .4</b>	
<b>19-9-2025</b>	
<b>Available Attendance Modes .5</b>	
<b>In person</b>	
<b>Total Hours .6</b>	
<b>60</b>	
<b>Course Supervisor .7</b>	
<b>Objectives Course .8</b>	
<ul style="list-style-type: none"> <li><b>Improve Writing Skills</b> •</li> <li><b>Recognize Paragraphs formats</b> •</li> <li><b>Writing a full length of paragraphs depending on the academic criteria</b> •</li> <li><b>Use the syllabus and sources and avoid Plagiarism</b> •</li> </ul>	<b>Objectives</b>
<b>Teaching Strategies .9</b>	
<ul style="list-style-type: none"> <li>• <b>Interactive Lectures:</b> Theoretical explanation supported with examples and class discussions.</li> <li>• <b>Practical Writing Exercises:</b> Writing paragraphs and short essays with correction and review.</li> <li>• <b>Peer Review:</b> Students exchange work to provide constructive feedback and improve writing skills.</li> </ul>	
<b>Course Structure .10</b>	

<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit &amp; topic names</b>	<b>Learning outcomes</b>	<b>Hours</b>	<b>Week</b>
Participation	Interactive Lecture	Overview	Knowing the general ideas on Academic Writing	2	1
Homework	Practicing	Writing a paragraph	Paragraph Structure	2	2
Exercies	Practice	Topic Sentence	Topic Sentences	2	3
Exercise	Lecture and samples	Supporting Sentence	Supporting Sentences	2	4
Quiz	Group Discussion	Concluding Sentence	Concluding Sentences	2	5
Homework	Participation	Review Unit-1	Writing a pragraph	2	6
Written H.W	Participating	Unit2: Unity & Coherence	Understanding coherence and unit	2	7
Short assignment	Group activity	Transition Signals	Transition Signals	2	8
Quiz	Discussion and Practice	Coherence Practice	Achieving Coherence	2	9
Practical Particiation	Actual Samples	Review Unit 2	Overview	2	10
Homework	Discussion and practice	Unit 5:Logical division of ideas	Understanding the logical division of ideas	2	11
Homework	Group discussion	Practice division of ideas	Writing a paragraph	2	12
Quiz	Group discussion	Review unit 5	Unit 5 review	2	13
Exam	Exam	Midterm Review	Practice	2	14
Midterm Exam	Practice			2	15
Homework			Semi-final Exam		

		Semi-final			
Homework	Practical exercise			2	16
Quiz	Practical assignment	Unit 8: Comparison Essays	Understanding Comparison Essays	2	17
Homework	Group discussion	Organization of Essays	Comparison Essays practicing	2	18
Short assignment	Lecture and samples	Practice Writing Essays	Writing comparison essays	2	19
Homework	Practice	General Review	Review	2	20
Quiz	Group discussion	Cause and Effect Essays	Cause and effect essays	2	21
Exam	Discussion and practice	Organization of Essays	Organization of comparison essays	2	22
Homework	Practice	Practicing	Practicing on Cause-and-Effect essays	2	23
Short assignment	Practice	Review Unit 9	Review the chapter	2	24
Quiz	Group discussion	Essay Drafting	Improving writing an essay	2	25
Exercise	Lecture and samples	Advanced Practice	Advanced practice on writing an essay	2	26
Mock Test	Practice	Review Sessions	Review		

			CH9 &CH10	2	27
Class Participation	Group Activity	General Review	Review the chapters	2	28
Final Exam	Written Exam	Mock Exam	Mock Test	2	29
	Exam	Final Revision	General Overview	2	30
		Final Exam	Final Exam		

**Evaluation .11**

The grade distribution out of 100 is based on the tasks assigned to the student, such as daily preparation, daily quizzes, oral and monthly exams, written exams, reports, etc.

	<b>Sources .12</b>
<b>Alice Oshima-Academic Writing</b>	<b>Required Text-books</b>
<ul style="list-style-type: none"> <li>• <b>Bailey, Stephen.</b> <i>Academic Writing: A Handbook for International Students.</i> Routledge, 2018.</li> <li>• <b>Swales, John M., &amp; Feak, Christine B.</b> <i>Academic Writing for Graduate Students.</i> University of Michigan Press, 2012.</li> </ul>	<b>Primary Sources</b>
<ul style="list-style-type: none"> <li>• <b>Hamp-Lyons, Liz &amp; Heasley, Ben.</b> <i>Study Writing: A Course in Written English for Academic Purposes.</i></li> </ul>	<b>Supplementary Books and References</b>
<a href="https://owl.purdue.edu">https://owl.purdue.edu</a>	<b>Electronic References and Websites</b>

1. Course Name: Romantic & Victorian Poetry

2. Course Code:

3. Semester / Year: 2025

4. Description Preparation Date: 15/9/2025

5. Available Attendance Forms:

6. Number of Credit Hours (Total) / Number of Units (Total): 90

7. Course administrator's name (mention all, if more than one name)

### 8. Course Objectives

Course Objectives

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Analyzing poems

### 9. Teaching and Learning Strategies

Strategy

Discussion inside the classroom Power point show

10. course structure

Evaluation method	Learning method	Required learning outcomes	Hours	Week
Daily exams and oral questions	lecture	Thomas Gray	2	one
Discussion	lecture	Elegy Written in a Country Church Yard (pre Romantic)	2	two
discussion	lecture	William Blake	2	three <sup>l</sup>
		Songs of Innocence	2	

Daily exams and oral questions	lecture	Songs of Experience	2	four
Daily exams and oral questions	lecture	William Wordsworth	2	five
Daily exams and oral questions	lecture	The Solitary Reaper	2	six
Daily exams and oral questions	lecture	The World Is Too Much with Us	2	seven
Daily exams and oral questions	lecture	Samuel Taylor Coleridge	2	eight
Daily exams and oral questions	lecture	Kubla Khan	2	nine
discussion	lecture	Frost at Midnight	2	ten
Daily exams and oral questions	lecture	P. B Shelley	2	eleven
Daily exams and oral questions	lecture	Ode to the West Wind	2	twelve
		Ode to a Nightingale	2	Thirteen
		La Belle Dame Sans Merci	2	Fourteen

		Lord Byron	2	Fifteen
Daily exams and oral questions	lecture	In this Day I Complete My 36 <sup>th</sup> Year	2	sixteen
Daily exams and oral questions	lecture	Victorian Poetry	2	Seventeen
Daily exams and oral questions	lecture	L Tennyson	2	Eighteen
Daily exams and oral questions	lecture	Ulysses	2	Nineteen
Daily exams and oral questions	lecture	Ulysses	2	Twenty
Daily exams and oral questions	lecture	Crossing the Bar	2	Twenty one
Daily exams and oral questions	lecture	Robert Browning	2	Twenty two
Daily exams and oral questions	lecture	My Last Duchess	2	Twenty three
Daily exams and oral questions	lecture	Mathew Arnold	2	Twenty four
Daily exams and oral questions	lecture	Dover Beach	2	Twenty five
Daily exams and oral questions	lecture	E B Browning The Cry of the Children	2	Twenty six
Daily exams and oral questions	lecture	Christina Rossetti Birth Day	2	Twenty seven
		William Morris	2	Twenty eight
		The Day is Coming	2	Twenty nine
10.		exam	2	Thirty

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports ....etc

## 11. Learning and Teaching Resources

Required textbooks (curricular books, if any)	James Reeves The Poets World Dhea Al-Jubori and Amy Sequira Victorian Poetry
Main references (sources)	The Norton Anthology to English Literature II E. K. Brown and J. O. Baily Victorian Poetry
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

1. Course Name:

Listening and Speaking

2. Course Code:

3. Semester / Year:

2025-2026

4. Description Preparation Date:

22/9/2025

5. Available Attendance Forms:

6. Number of Credit Hours (Total) / Number of Units (Total)

2 hours/ 3 Units

7. Course administrator's name (mention all, if more than one name)

8. Course Objectives

~~Course Objectives~~

**The objectives of the Listening and Speaking course for third-year univer students are to improve listening comprehension and critical thinking, enhan speaking and presentation skills, foster active participation in acade discussions, build confidence in oral communication, and develop a stro academic vocabulary, pronunciation, and fluency for diverse learn environments.**

9. Teaching and Learning Strategies

Strategy

**Teaching and learning strategies include interactive lectures, group discussions, listening exercises, peer feedback, role-playing, multimedia**

**tools, debates, and presentations, fostering active participation, critical thinking, and practical application of communication skills.**

## 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1			Introduction to listening and speaking	Lecture	Open ended questions quiz
2		Develop fluent speaking skills, enhance communication ability  Understanding structure, effective communication, and organized teamwork  Problems at work	Organization and problem solving	Lecture	Open ended questions quiz
3			Analyzing problems, finding solutions, communicating effectively.	Lecture	Open ended questions quiz
4		Communication skills, active listening, use of appropriate phrases.  Active listening, participation, and focused note-taking	On the phone	Lecture	Open ended questions quiz
5		Preparation, effective communication, clear communication of information.	Attending lectures  Giving lectures	Lecture	Open ended questions quiz
6		Research, discussion, critical thinking, active participation.		Lecture	Open ended questions quiz
7		Time management, goal setting, academic balance	Participating in seminar	Lecture	Open ended questions quiz

8		Preparation, effective communication, asking questions, and good listening.	Study management	Lecture	Open ended questions quiz
9		Preparation, effective communication, confidence, and persuasion. Effective communication, motivated decision making, and team building.	Interviews	Lecture	Open ended questions quiz
10		Active listening, clear expression, constructive interaction.	Public speaking	Lecture	Open ended questions quiz
11	2	Analyze, evaluate, solve problems, and make logical decisions.	Leadership skills	Lecture	Open ended questions quiz
		Monthly exams first term			
12	2	Revision for first term	Communication skills	Lecture	Open ended questions quiz
		Mid-term exam	Critical thinking		
13	2			Lecture	Open ended questions quiz
			Monthly exams first term		
14	2	Communication, planning, leadership, problem solving, and decision making.	Revision for first term		
15	2	Time management, communication, problem solving, and decision making.	Mid-term exam		

16	2	Analyze problems, think critically, and make effective decisions.	Career skills		Open ended questions quiz
17	2	Think outside the box, innovate, and expand new ideas.	Life skills	Lecture	Open ended questions quiz
18	2	Teamwork, effective communication, exchange of ideas and skills.	Problem solving	Lecture	Open ended questions quiz
19	2	Adapting to change, being flexible, dealing with new situations effectively.	Creativity	Lecture	Open ended questions quiz
20	2	Understanding social issues, empathy, respect for cultural diversity.	Collaboration	Lecture	Open ended questions quiz
21	2	Time management, goal setting, and work efficiency.	Adaptability	Lecture	Open ended questions quiz
22	2	Content analysis, critical thinking, understanding the impact of media society.		Lecture	

		Adaptability, continuous learning, and b in personal improvement and developme	Social awareness		Open ended questions quiz
23	2	Social responsibility, active participat and respect for democratic and soc values.  Gain knowledge, develop skills, and enh critical and creative thinking.	Final Exams	Lecture	Open ended questions quiz
24	2	Final Exams	Productivity	Lecture	Open ended questions quiz
25	2		Media	Lecture	Open ended questions quiz
26	2		Growth mindset	Lecture	Open ended questions quiz
27	2		Citizenship	Lecture	Open ended questions quiz
28	2		Education	Lecture	
29	2			Lecture	

30	2				
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### 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .... etc

### 12. Learning and Teaching Resources

Vandergrift, L. and Goh, C., 2012. *Teaching and Learning Second Language Listening*. New York: Routledge.

Field, J., 2008. *Listening in the Language Classroom*. Cambridge: Cambridge University Press.

Nunan, D., 2003. *Practical English Language Teaching: Speaking*. New York: McGraw-Hill Education.

## Course Description Form

<b>1. Course Name:</b>	<b>Linguistics/ fourth year</b>
<b>2. Course Code:</b>	
<b>3. Semester / Year:</b>	<b>2025/2026</b>
<b>4. Description Preparation</b>	<b>Date: 20-09-2025</b>
<b>5. Available Attendance Forms:</b>	

weekly					
6. Number of Credit Hours (Total) / Number of Units (Total)					
3 hours/5 units					
7. Course administrator's name (mention all, if more than one name)					
8. Course Objectives					
Course Objectives		The objectives of studying this subject is to deeply know the main branches of linguistics and understanding the way of dealing with their vocabularies and diversions.			
9. Teaching and Learning Strategies					
Strategy		Teaching the students and discussing them, then answering the inquiries and questions			
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Having an overview on semantics	Semantics	Introducing some significant definitions	Written tests and quizzes
2	3	Knowing Meaning, semantic features, semantic roles	Meaning, semantic features, semantic roles	Discussion during the lecture	=
3	3	Knowing Lexical relations	Lexical relations	Discussion during the lecture	=

4	3	What is Collocation	Collocation	=	=
5	3	Knowing Pragmatics	Pragmatics	=	=
6	3	Knowing Context	Context	Explanation and discussion during the lecture	=
7	3	Knowing Reference	Reference	Explanation and discussion during the lecture	=

8	3	What are speech acts?	Speech acts	=	=
9	3	Knowing Politeness	Politeness	=	=
10	3	Knowing Discourse analysis	Discourse analysis	=	=
11	3	The way of interpreting discourse	Interpreting discourse	=	=
12	3	The way of Conversational analysis	Conversational analysis	=	=
13	3	What are Co-operative principles	Co-operative principles, background knowledge	=	=
14	3	Remembering what have been already explained previously	Review	=	=
15	3		Written test		
16	3	Knowing First language acquisition	First language acquisition	=	=
17	3	What is the concept of acquisition?	acquisition	=	=
18	3	Knowing Acquisition schedule	Acquisition schedule	=	=
19	3	Understanding Acquisition process	Acquisition process	=	=
20	3	What are the ways of Acquisition development?	Acquisition development	=	=
21	3	Knowing Second language acquisition/learning	Second language acquisition/learning	=	=
22	3	What is the way of Second language learning	Second language learning	=	=
23	3	What is the way of Focus on method	Focus on method	=	=
24	3	What is the way of Focus on learner	Focus on learner	=	=
25	3	What is Communicative competence	Communicative competence	=	=

26	3	Knowing Applied linguistics	Applied linguistics	=	=
27	3	What are Gestures and signs of language	Gestures and signs of language	=	=
28	3	Knowing the Types of Gestures and signs	Types of Gestures and signs	=	=
29	3	What are the way of Structure, meanings, and representation of signs	Structure, meanings, and representation of signs	=	=
30	3		Written test		

### 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports..... etc.

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<b>George Yule. 2004. The study of language</b>
Main references (sources)	<b>Linguistics</b>
Recommended books and references (scientific journals, reports...)	<b>General linguistics</b>
Electronic References, Websites	

## Course Description Form

<b>1. Course Name:</b>					
English Grammar/ fourth stage					
<b>2. Course Code:</b>					
<b>3. Semester / Year:</b>					
2025-2026					
<b>4. Description Preparation Date:</b>					
22-09-2025					
<b>5. Available Attendance Forms:</b>					
Weekly face-to-face only					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
3 hours / 5 units					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>		Knowing and acquiring the most important rules of the English language, including tenses and other verb conjugations.			
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		1-Cooperative Concept Mapping Strategy. 2-Brainstorming Strategy. 3-Note-taking Strategy.			
<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1	3	Introduction	Introduction of English sentences	Explaining the topic with examples	Involving students and discussing information

2	3	Unit one	Simple sentence	Explaining the topic with examples	Involving students and discussing information
3	3	Two	Simple sentence	Explaining the topic with examples	Involving students and discussing information
4	3	three	Simple sentence	Explaining the topic with examples	Involving students and discussing information
5	3	four	Simple sentence	Explaining the topic with examples	Involving students and discussing information
6	3	five	Simple sentence	Explaining the topic with examples	Involving students and discussing information
7	3	Six	Simple sentence	Explaining the topic with examples	Involving students and discussing information
8	3	Seven	Simple sentence	Explaining the topic with examples	Involving students and discussing information
9	3	Exam			
10	3	Eight	Clauses	Explaining the topic with examples	Involving students and discussing information
11	3	Nine	Clauses	Explaining the topic with examples	Involving students and discussing information
12	3	Ten	Clauses	Explaining the topic with examples	Involving students and discussing information

13	3	Eleven	concord	Explaining the topic with examples	Involving students and discussing information
14	3	Twelve	concord	Explaining the topic with examples	Involving students and discussing information
15	3	Thirteen	concord	Explaining the topic with examples	Involving students and discussing information
16	3	Fourteen	concord	Explaining the topic with examples	Involving students and discussing information
17	3	Fifteen	Negation	Explaining the topic with examples	Involving students and discussing information
18	3	Sixteen	Negation	Explaining the topic with examples	Involving students and discussing information
19	3	Seventeen	Negation	Explaining the topic with examples	Involving students and discussing information
20	3	Eighteen	Questions	Explaining the topic with examples	Involving students and discussing information
21	3	Nineteen	Questions	Explaining the topic with examples	Involving students and discussing information
22	3	twenty	Questions	Explaining the topic with examples	Involving students and discussing information

23	3	Twenty one	Reported speech	Explaining the topic with examples	Involving students and discussing information
24	3	Exam			
25	3	Twenty three	Commands	Explaining the topic with examples	Involving students and discussing information
26	3	Twenty four	Commands	Explaining the topic with examples	Involving students and discussing information
27	3	Twenty five	Complex sentence	Explaining the topic with examples	Involving students and discussing information
28	3	Twenty six	Complex sentence	Explaining the topic with examples	Involving students and discussing information
29	3	Twenty seven	Complex sentence	Explaining the topic with examples	Involving students and discussing information
30		Exam			

### 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .....etc

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<b>Quirk. 1973. A University Grammar of English</b>
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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## Course Description Form

<b>1. Course Name: Academic skills-listening and speaking and study skills</b>					
Fourth Stage					
<b>2. Course Code:</b>					
<b>3. Semester / Year:</b>					
2025-2026					
<b>4. Description Preparation Date:</b>					
23-09-2025					
<b>5. Available Attendance Forms:</b>					
weekly					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
2 Hours/ 3 Units					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>		<ul style="list-style-type: none"> <li>. Developing students' academic skills, including essay notes and presentations, . including strategies for conducting research,</li> <li>. dealing with unfamiliar academic vocabulary, and enabling students to speak.</li> </ul>			
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		Listening, speaking and study skills are developed to take notes in lectures, give presentations and express opinions			
<b>10. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	How to be a successful student?	Learning and intelligence	Some information is just listening and some is enough talking	Instant sharing and Interaction
2	2	How do you	Learning and	Listen to	Oral evaluation

		listen to important information?	intelligence	audio about intelligence	
3	2	Talk about personal evaluation	Learning and intelligence	Define (intelligence)	Weekly test
4	2	Healthy body: healthy mind	Health and fitness	Make a presentation about healthy alternative	Put marks for active students
5	2	Expressing opinions	Health and fitness	Grammar notes	Deep discussion
6	2	Techniques in writing notes	Health and fitness	Discuss(why students don't have healthy routine)	Weekly written test
7	2	Ways to express opinions	Changing cites	Positive and negative change in cities	A presentation between ( fact and opinion)
8	2	What are the ways to write a successful presentation?	Changing cites	What are eco-cites?	Weekly oral test
9	2	Discuss(facts-opinions)	Changing cites	Discuss (change in cites)	Intense discussion And participation
10	2	Recognizing (causes and solutions)	Issues in agriculture	Discuss (pros and cons)	Daily test about the subject
11	2	References to earlier comments	Issues in agriculture	Take the African town (Malawi) as model	Discussion about the subject
12	2	Listen to audio about an agriculture	Issues in agriculture	Grammar points used in this chapter	Make Presentation about agriculture
13	2	Ask( Are we the same)	Global culture	Listen to audio show the link between	Open lecture about global cultural

				culture and coffee.	
14	2	How do you recognize the important information from a subject?	Global culture	How do you make results in a presentation?	Discuss
15	2	Presenting in graphics	Global culture	Listen to audio	Oral test
16	2	definition (heritage)	History and heritage	Listen to audio	Make presentation by using Google
17	2	How to write (conclusion) in a presentation	History and heritage	Ask some questions	Written test
18	2	Difference between history and heritage	History and heritage	Open discussion	Oral test
19	2	Airports around the world	Development in architecture	Listen to audio about Development in architecture	Make a test about architecture development in Iraq
20	2	Define the term(inference)	Development in architecture	Define and discuss(mind mapping)	discuss
21	2	Define (architecture)	Development in architecture	Listen to audio	written test
22	2	How do you make successful interview?	The sport industry	Listen to audio about the most famous sports in the world	Discuss about how many sports do you have?
23	2	Define the term (logical organization)	The sport industry	Does every who plays sports have physical health?	discuss
24	2	What are the types of a presentation	The sport industry	How many sports do you play?	Make presentation about sports

25	2	Describe the (results) of a presentation	Global statistics	Is life getting better?	Full discussion
26	2	The steps to make a presentation	Global statistics	Listen to audio	Discuss and oral test
27	2	Establishing rapport	Global statistics	Recognizing lecture style	Written test
28	2	Giving and supporting opinions	Technological advance	Dealing with fast speech-active listening-asking questions	Giving a presentation in new technology
29	2	Positive and negative of technology	Technological advance	Listen to audio of technology	discuss
30	2	Define (technology)	Technological advance	How technology help you when you want to make a presentation?	Written test

### 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .....etc

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Listening and Speaking and study skills, Level 3 (Student's Book) A curriculum CD with audio tracks on the curriculum, divided according to the book's chapters.
Main references (sources)	
Recommended books and references (scientific journals, reports...)	IELTS, TOEFL
Electronic References, Websites	

## Course Description Form

<b>1. Course Name:</b>					
An Introduction to Translation					
<b>2. Course Code:</b>					
<b>3. Semester / Year: 2025-2026</b>					
Year					
<b>4. Description Preparation Date:</b>					
24/ 09/ 2025					
<b>5. Available Attendance Forms:</b>					
Attendance					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
2 hours / 3 units					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>Providing students with the skill of transferring the language from the source to the recipient in the correct manner</li> <li>Expanding the analysis skill by analyzing vocabulary according to context</li> <li>Explaining the most important modern ideas in translation because they are part of the rest of the other English sciences</li> </ul>				
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>	<ul style="list-style-type: none"> <li>A brief history of translation</li> <li>Translating types of English and Arabic sentences</li> <li>Translating different types of English texts into Arabic and vice versa</li> <li>Dealing with the problems facing the translator during the translation process.</li> </ul>				
<b>10. Course Structure</b>					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1	2 hours		An Introduction		

2	2 hours	<ul style="list-style-type: none"> <li>• A brief history of translation</li> <li>• Translating types of English sentences</li> <li>• Translating different types of English texts into Arabic</li> <li>• Dealing with the problems facing the translator during the translation process</li> </ul>	to Translation	<ul style="list-style-type: none"> <li>• A general overview of translation and what will be studied during the academic year</li> <li>• Translation at the word level (articles - nouns - adjectives - adverbs)</li> <li>• Interrogative translation</li> <li>• Translating the imperative form</li> <li>• Translation of negation</li> <li>• Translation of exclamation</li> <li>• Translating the passive voice</li> <li>• Translating the coherence in the English sentence</li> <li>• Translating the compound English sentence</li> <li>• Translating complex English sentences</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance mandatory, taking into account politeness and respect for the lecture.</li> <li>• Encouraging students to participate daily.</li> <li>• Obliging all students to fulfill their assigned duties</li> <li>• Using the Power Point slide presentation method in the lecture.</li> <li>• Weekly, monthly, daily and written exams and the end-of-year exam.</li> </ul>
3	2 hours				
4	2 hours				
5	2 hours				
6	2 hours				
7	2 hours				
8	2 hours				
9	2 hours				
10	2 hours				
11	2 hours				
12	2 hours				
13	2 hours				
14	2 hours				
15	2 hours				
16	2 hours				
17	2 hours				
18	2 hours				
19	2 hours				
20	2 hours				
21	2 hours				
22	2 hours				
23	2 hours				
24	2 hours				
25	2 hours				

Electronic References, Websites	Using external books in the field of translation and taking advantage of Internet sites as a scientific means to follow the course of language development at the present time.
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26	2 hours				
27	2 hours				
28	2 hours				
29	2 hours				
30	2 hours				

### 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports..... etc

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	1- Introduction to Translation (Part One: Translation into Arabic), written by professors (Abdul Wahab Al-Wakil, Dr. Salman Al-Wasiti, Dr. Yoel Youssef Aziz, Karam Habib), 1979 edition, Ministry of Higher Education and Scientific Research. University of Al Mosul. -2Aziz, Y. & Lataiwish, M. (2000), Principles of Translation, Benghazi: Dar Annahda Alarabiya
Main references (sources)	1- Introduction to Translation (Part One: Translation into Arabic), written by professors (Abdul Wahab Al-Wakil, Dr. Salman Al- Wasiti, Dr. Yoel Youssef Aziz, Karam Habib), 1979 edition, Ministry of Higher Education and Scientific Research. University of Al Mosul. 2- Unilingual and bilingual dictionaries
Recommended books and references (scientific journals, reports...)	1- Unilingual and bilingual dictionaries 2- Translator Training Manual in General Translation (Talal Abu Ghazaleh Translation and Publishing) 2007

## Course Description Form

<b>1. Course Name: Test Design and Assessment</b>					
Fourth Stage					
<b>2. Course Code:</b>					
<b>3. Semester / Year:</b>					
2025-2026					
<b>4. Description Preparation Date:</b>					
24-09-2025					
<b>5. Available Attendance Forms:</b>					
Weekly face-to-face only					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
2 hours / 4 units					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>		1- Understanding the basic concepts of testing. 2- Identifying types of tests in language teaching. 3- Designing effective tests for the English language. 4- Understanding the characteristics of a good test.			
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		1-Cooperative Concept Mapping Strategy. 2-Brainstorming Strategy. 3-Note-taking Strategy.			
<b>10. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Understanding the basics of testing	Assessment	Lecture and Exercise	Written Assignment
2	3	Understanding the basics of testing	Assessment	Discussion and Exercise	Weekly Quiz

3	3	Learning how to design tests	<b>Assessment</b>	Lecture and Exercise	Written Assignment
4	3	Learning how to design tests	<b>Assessment</b>	Discussion and Exercise	Weekly Quiz
5	3	Understanding types of tests	<b>Assessment</b>	Lecture and Exercise	Written Assignment
6	3	Understanding types of tests	<b>Assessment</b>	Discussion and Exercise	Weekly Quiz
7	3	Learning how to evaluate tests	<b>Assessment</b>	Lecture and Exercise	Written Assignment
8	3	Learning how to evaluate tests	<b>Assessment</b>	Discussion and Exercise	Weekly Quiz
9	3	Understanding the importance of testing in education	<b>Assessment</b>	Lecture and Exercise	Written Assignment
10	3	1 <sup>st</sup> exam	<b>Assessment</b>		
11	3	Learning how to write test items	<b>Assessment</b>	Lecture and Exercise	Written Assignment
12	3	Learning how to write test items	<b>Assessment</b>	Discussion and Exercise	Weekly Quiz
13	3	Understanding how to analyze test results	<b>Assessment</b>	Lecture and Exercise	Written Assignment
14	3	Understanding how to analyze test results	<b>Assessment</b>	Discussion and Exercise	Weekly Quiz
15	3	Learning how to score tests	<b>Assessment</b>	Lecture and Exercise	Written Assignment
16	3	Learning how to score tests	<b>Assessment</b>	Discussion and Exercise	Weekly Quiz
17	3	Understanding how to use tests in student assessment	<b>Assessment</b>	Lecture and Exercise	Written Assignment
18	3	Understanding how to use tests in student assessment	<b>Assessment</b>	Discussion and Exercise	Weekly Quiz
19	3	Learning how to design English language tests	<b>Assessment</b>	Lecture and Exercise	Written Assignment
20	3	Learning how to design English language tests	<b>Assessment</b>	Discussion and Exercise	Weekly Quiz
21	3	2 <sup>nd</sup> exam	<b>Assessment</b>		
22	3	Understanding how to evaluate English language tests	<b>Assessment</b>	Discussion and Exercise	Weekly Quiz

23	3	Learning how to avoid common errors in testing	Assessment	Lecture and Exercise	Written Assignment
24	3	Learning how to avoid common errors in testing	Assessment	Discussion and Exercise	Weekly Quiz
25	3	Understanding how to use technology in testing	Assessment	Lecture and Exercise	Weekly Quiz
26	3	Understanding how to use technology in testing	Assessment	Discussion and Exercise	Written Assignment
27	3	Learning how to design online tests	Assessment	Lecture and Exercise	Weekly Quiz
28	3	Learning how to design online tests	Assessment	Discussion and Exercise	Written Assignment
29	3	Reviewing and assessing testing	Assessment	Lecture and Exercise	Weekly Quiz
30	3	Final exam	Assessment		

### 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports..... etc

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	<b>A Language Teacher's Guide to Assessment</b>
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	<a href="https://zlibrary-asia.se/">https://zlibrary-asia.se/</a> <a href="https://www.researchgate.net/">https://www.researchgate.net/</a> <a href="https://scholar.google.com/">https://scholar.google.com/</a>



## Course Description Form

<b>1. Course Name: Modern English Poetry</b>					
Fourth Stage					
<b>2. Course Code:</b>					
<b>3. Semester / Year:</b>					
2025 / 2026					
<b>4. Description Preparation Date:</b>					
23 / 09 / 2025					
<b>5. Available Attendance Forms:</b>					
Attendance					
<b>6. Number of Credit Hours (Total) / Number of Units (Total)</b>					
3 hours / 4 units					
<b>7. Course administrator's name (mention all, if more than one name)</b>					
<b>8. Course Objectives</b>					
<b>Course Objectives</b>		<p>1- Providing students with the skill of applying the ideas of English literature in general and the poem in particular by writing an analysis that imitates the English poem.</p> <p>2- Expanding the skill of critical analysis of the English poem of poetry.</p> <p>3- Explaining the most important modern ideas in the English poem, such as post-modernism and psychoanalytic theory.</p>			
<b>9. Teaching and Learning Strategies</b>					
<b>Strategy</b>		<p>1- Education strategy using collaborative concept planning.</p> <p>2- Teaching strategy using brainstorming.</p> <p>3- Teaching strategy using the observation series.</p>			
<b>10. Course Structure</b>					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hours	Introduction the poetry.	An introduction of 20th century English and American poetry		Involving students and discussing information

2	2 hours	Introduction the poetry.	An introduction of 20th century English and American poetry		Involving students and discussing information Involving students and discussing information
3	2 hours	Providing students with the skill of analyzing the verses of the poem Providing students with the skill of analyzing the verses of the poem	W. B. Yeats  Sailing to Byzantium	Explanation of the poet's life  Explanation of the poem's verses	Involving students and discussing information  Involving students and discussing information
4	2 hours	<b>Introduction the Second coming</b>	The Second Coming  T.S. Eliot	Explanation of the poem's verses Explanation of the poet's life  Explanation of the poem's verses	Involving students and discussing information Involving students and discussing information
5	2 hours	Introduction the Eliot  Providing students with the skill of analyzing the verses of the poem	The Love Song of Alfred Prufrock	Explanation of the poet's life  Explanation of the poet's life	information Involving students and discussing information
6	2 hours	Explain the poem	The Georgian School Walter de la Mare The Listeners	Explanation of the poem's verses Explanation this school	Involving students and discussing information
7	2 hours	Explain the poem  Explain the poem	The Socialist School		Involving students and discussing information Involving students and discussing information
8	2 hours				
9	2 hours				
10	2 hours				

11	2 hours	Explain the poem	W.H.Auden	Explanation of the poem's verses	Involving students and discussing information
12	2 hours	Explain the poem	The Unknown Citizen	Explanation of the poem's verses	Involving students and discussing information
13	2 hours	Explain the poem	Neo- Romanticism  Dylan Thomas	Explanation of the poem's verses	Involving students and discussing information
14	2 hours	Explain the poem	Fern Hill  The Movement	Explanation of the poem's verses	Involving students and discussing information
15	2 hours	Explain the poem	Philip Larkin  At Grass	Explanation of the poem's verses Explanation of the poem's verses	Involving students and discussing information
16	2 hours	Explain the poem	Church Going  Extremist Art	Explanation of the poem's	Involving students and discussing information
17	2 hours	Explain the poem	Ted Hughes		Involving students and discussing information
18	2 hours	Explain the poem			Involving students and discussing
19	2 hours				
20	2 hours				
21	2 hours				

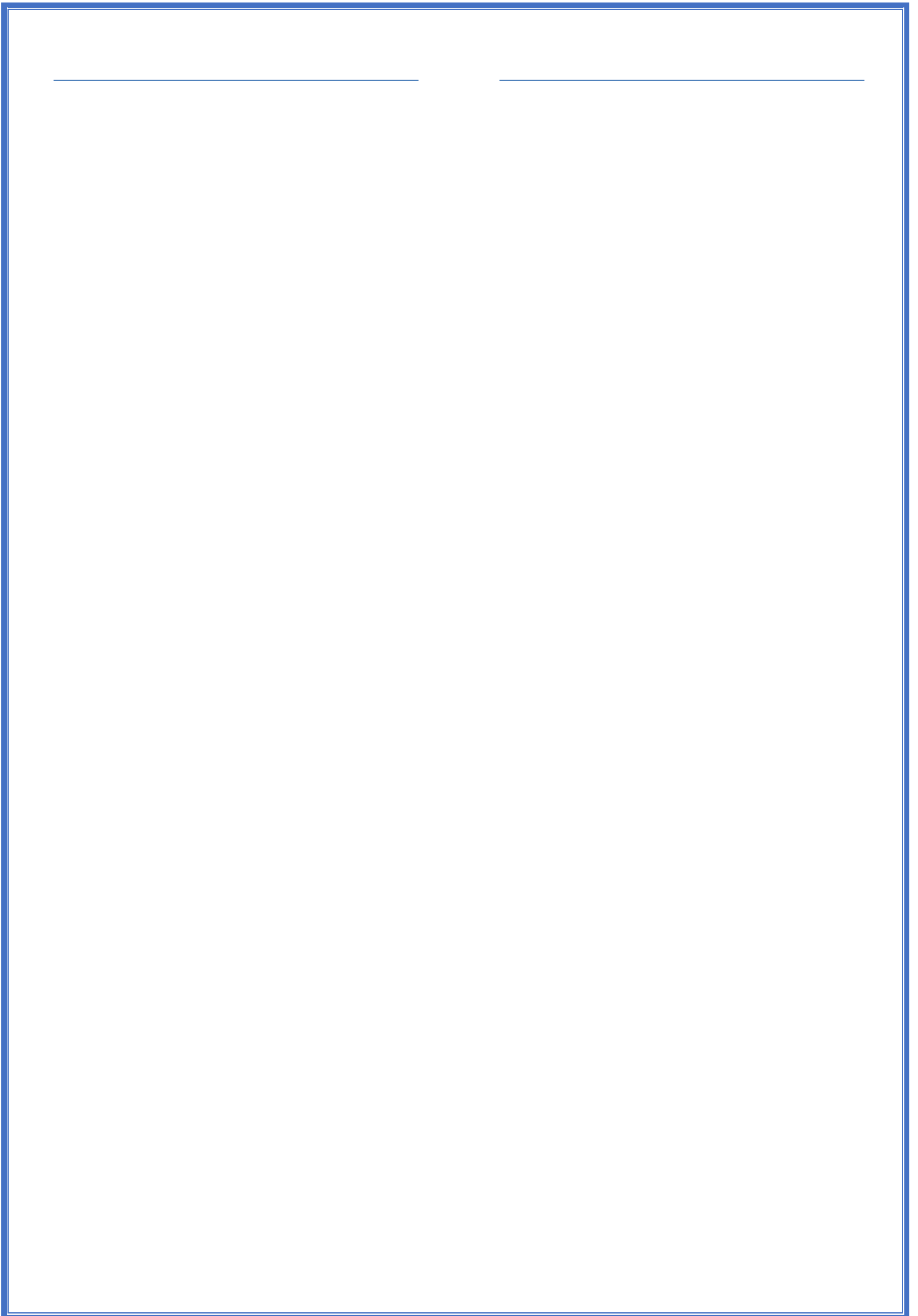
				verses	information
22	2 hours	Explain the poem	Ted Hughes	Explanation of the poem's verses	Involving students and discussing information
23	2 hours	Explain the poem	Thought Fox	Explanation of the poem's verses	Involving students and discussing information
24	2 hours		Review		
25	2 hours		Review		
26	2 hours		Review		
27	2 hours		Review		
28	2 hours		Review		
29	2 hours		Review		
30	2 hours		Review		

### 11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports .....etc

### 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Krasner, David, ed. A Companion to Twentieth American Drama (2005)
Main references (sources)	Sanders, Andrew. The Short Oxford History of English Literature (1999).
Recommended books and references (scientific journals, reports...)	DiYanni, Robert. Literature: Reading Poetry, Fiction and Drama, 5th ed. (2002).
Electronic References, Websites	<a href="https://www.researchgate.net/">https://www.researchgate.net/</a> <a href="https://scholar.google.com/">https://scholar.google.com/</a>



**Modern and contemporary theater .1**

**ENG404 :Course code .1**

**Semester/Year: 2025-2026 .2**

**Date of preparation of this description: 21-9-2025 .3**

**Available attendance forms: in-person and online .4**

**Number of study hours (total) / Number of units (total) .5**  
**hours per week 3**

**Course Supervisor Name (if more than one name is mentioned) .6**

**Course objectives .7**

**Identifying the artistic and intellectual -1 characteristics of modern and contemporary ,theatre** in terms of themes, dramatic structure and performance methods.

**Analyzing contemporary theatrical texts -2** and linking them to the social, political and cultural transformations that accompanied them.

**Acquiring the critical ability to understand -3** modern theatrical schools and trends (such as (.realism, absurdity, epic, symbolism, etc.

**Developing research and academic skills -4** by presenting research or presentations that address modern theatrical texts or issues.

**Reinforcing the practical and applied -5 aspect** by reading and acting out selected scenes, which helps students combine theory and performance.

**Course objectives**

**Teaching and learning strategies .8**

<p>. Lecture method and use of interactive whiteboard -1 -2. Explanation and clarification Providing students with the basics and additional -3 And analysis .topics related to thinking outcomes of literary texts for the purpose of analyzing and . discussing them Forming discussion groups during lectures to -4 The prescribed .discuss the topics of the play .methodology that requires thinking and analysis Example: Characters And its development, moral lessons, as well as -5 Asking. • specific important texts and sayings ,students a set of thinking questions during lectures . How and when for specific topics ?such as: What Give students homework that requires self-explanations• . It needs to be solved .using causal methods and examples</p>	<p><b>Strategy</b></p>
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**Course structure .9**

		<b>,Unit or topic name ,learning method assessment method</b>	<b>Week Hours Learning Required Outcomes</b>	
<b>Daily test</b>	<b>Practical application</b>	<b>Definitions of terms  a play</b>	<b>Knowing the aspects  Theory of matter  Academic</b>	<b>First 3</b>
<b>And oral</b>	<b>And my theory</b>			
	= =	Introduction to the Century Theatre  nineteenth		= 2nd 3
	= =	Elements and characteristics of drama		=The third 3

	= =	Introduction to Theatre  English and Irish		= <b>Fourth 3</b>
	= =	The Life and Works of Bernard Shaw		=Fifth 3
	= =	Characters of the play		= 6th 3
	= =	Summary and main plot  For the play		= <b>Seventh 3</b>
	= =	Review + Exam		=8th 3
	= =	- The Man and the Gun Chapter  First		= <b>Ninth 3</b>
	= =	- The Man and the Gun Chapter  the second		= <b>10th 3</b>
	= =	- The Man and the Gun Chapter  the third		= <b>Eleventh 3</b>
	= =	Themes of the play The Man and  The weapon		= <b>twelfth 3</b>
	= =	Symbols	<b>3</b>	=Thirteenth 3
	= =	The Man and the Play Quotes  The weapon		<b>Fourteenth</b> = <b>3</b>
	= =	The Man and the Play Quotes		= <b>15th 3</b>

		The weapon		
		<b>Mid-year holiday</b>		
			<b>Sixteenth 3</b>	
			<b>Seventeenth 3</b>	
	= =	Introduction to Theatre in twentieth century	<b>= 18th 3</b>	
	= =	Absurdist Theatre/ Its Its/ Characteristics Themes/ Its Most Important Pioneers Theatre of the Absurd	<b>Nineteenth = 3</b>	
=	=	Introduction to the / Samuel Beckett playwright His Characteristics theatre/achievements	<b>= Twenty 3</b>	
=	=	Characters and Summary play" Waiting for Godot"		<b>atheistic And twenty</b>
	= =	One, Act Wa		<b>Second and Twenty</b>
	= =	Chapter Two play" Wait		<b>Third and Twenty</b>
=	=	Quarterly Review + Exam		<b>Fourth and Twenty</b>
=	=	Judo " Waiting" Thea		<b>Fifth and Twenty</b>
=	=	Judo "Waiting" Theatr		<b>Sixth and</b>

					Twenty
=	=	Judo quotesplay Waiting for the			Seventh and Twenty
=	=	Judo play quotesthe Waiting for			The eighth and Twenty
	= =	Quarterly review			Ninth and Twenty
		Second semester exam	3		

.Editorial, reports...etc daily, oral and monthly exams 100 Grade distribution from  
) marks( 20 First semester  
degrees 5 Daily preparation and exams- 1-  
degrees 5 Daily reports and tests- 2  
degrees 10 Monthly exam  
) marks( 20 Chapter Two  
degrees 5 Daily preparation and exams- 1-  
degrees 5 Daily reports and tests- 2  
degrees 10 Monthly exam  
degrees 60 Final Exam

**,The grade is distributed out of 100 based on the tasks assigned to the student such as daily preparation, daily, oral, monthly and written exams, reports, etc**

	<b>Learning and teaching resources .10</b>
<b>1 - G. B.Shaw's <i>Arms and the Man</i> 2- Samuel Beckett's <i>Waiting for Godot</i></b>	<b>Required textbooks (methodology if available)</b>
<i>G. B. Shaw : A Collection of Critical Essays</i> by R. J. Kaufmann The Theater of Absurd by Martin Asslin Encyclopedia Britannica-  Modern Theaters 1950–2020.Edited - - By David Staples -	<b>Main References (Sources)</b>

	<b>Recommended supporting books and references (...scientific journals, reports)</b>
	<b>Electronic references, websites</b>

## Course Description Form

1. Course Name:

Modern English Novel / Fourth Stage

2. Course Code:

3. Semester / Year:

2025 / 2026

4. Description Preparation Date:

20 / 9 / 2025

5. Available Attendance Forms:

Attendance

6. Number of Credit Hours (Total) / Number of Units (Total)

90 hours / 5 units

7. Course administrator's name (mention all, if more than one name)

Name: Alhasan Abdulrahman Awad

Email: [hasanawad@uohamdaniya.edu.iq](mailto:hasanawad@uohamdaniya.edu.iq)

8. Course Objectives

Course Objectives

- 1- Providing students with the skill of applying the ideas of English literature in general and the novel particular by writing a novel that imitates the English novel.
- 2- Expanding the skill of critical analysis of the English novel.
- 3- Explaining the most important modern ideas in the English novel, such as post-modernism and psychoanalytic theory.

9. Teaching and Learning Strategies

Strategy

- 1- Education strategy using collaborative concept planning.
- 2- Teaching strategy using brainstorming.
- 3- Teaching strategy using the observation series.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	- To equip students with the skills to analyze the novel through the application of literary theories. - To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
2	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion

3	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
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4	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
5	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
6	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
7	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
8	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
9	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
10	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
11	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
12	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
13	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
14	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
15	3	- To familiarize students with the significance of modern critical theories, such as	Lord of the Flies by William Golding.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion

		Postmodernism and Psychoanalytic Theory.			
16	3	First Monthly Examination			Written Examination
17	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
18	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
19	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
20	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
21	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
22	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
23	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
24	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
25	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
26	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
27	3	- To equip students with the skills to analyze the novel through the application of literary theories.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion

28	3	- To familiarize students with the significance of modern critical theories, such as Postmodernism and Psychoanalytic Theory.	Animal Farm by George Orwell.	Clarification of Academic Content through Significant Critical Analysis	Student Engagement and Information Discussion
29	3	Second Monthly Examination			Written Examination
30	3	Final Examination			Written Examination

### 1. Course Evaluation

- Daily Assessments and First Monthly Examination – 10%
- Daily Assessments and Second Monthly Examination – 30%
- Comprehensive Final Examination – 60%

### 2. Learning and Teaching Resources

Required textbooks (curricular books, if any)	English novel: 1- Lord of the Flies by William Golding. 2- Animal Farm by George Orwell.
Main references (sources)	- Golding, W. (1987). <i>Lord of the flies: Casebook edition</i> . Penguin. - Orwell, G. (2021). <i>Animal farm and 1984</i> . Fusion Books.
Recommended books and references (scientific journals, reports...)	- Bufkin, E. C. (1965). <i>Lord of the flies: An analysis</i> . <i>The Georgia Review</i> . - Bloom, H. (Ed.). (2009). <i>George Orwell's Animal Farm</i> . Infobase Publishing.
Electronic References, Websites	<a href="https://zlibrary-asia.se/">https://zlibrary-asia.se/</a> <a href="https://www.researchgate.net/">https://www.researchgate.net/</a> <a href="https://scholar.google.com/">https://scholar.google.com/</a>

13. Course Name:

Practicum and classroom Practices

14. Course Code:

15. Semester / Year:

2025/2026	
16. Description Preparation Date:	
20/9/2025	
17. Available Attendance Forms:	
18. Number of Credit Hours (Total) / Number of Units (Total)	
90	
19. Course Objectives	
20. Teaching and Learning Strategies	
Strategy	Theoretical lectures and discussions , observation visits and th practicum practices