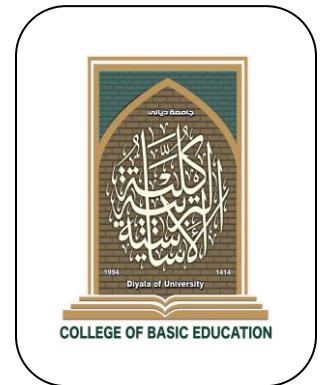
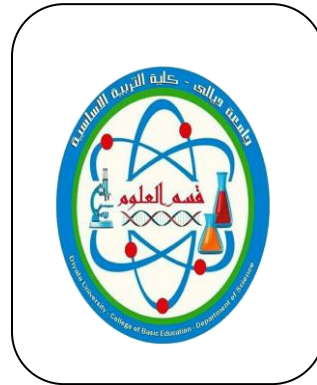


**Ministry of Higher  
Education and Scientific Research  
Scientific supervision and evaluation device  
Department of Quality Assurance and Academic Accreditation  
Accreditation Department**



# **Description of the academic program and curriculum of the Department of Science**

**2024**

# **:Introduction**

**educational program is considered a coordinated and organized The package of academic courses that include procedures and experiences organized in the form of academic vocabulary, the main purpose of which is to build and refine the skills of graduates, them qualified to meet the requirements of the labor market. making It is reviewed and evaluated annually through internal or external audit procedures and programs such as the external examiner .program**

**ummary The description of the academic program provides a brief s of the main features of the program and its courses, indicating the skills that students are working to acquire based on the objectives of the academic program. The importance of this description is btaining program evident because it represents the cornerstone of o accreditation, and the teaching staff participates in writing it under the supervision of the scientific committees in the scientific .departments**

**This guide, in its second edition, includes a description of the ting the vocabulary and paragraphs of academic program after upda the previous guide in light of the latest developments in the educational system in Iraq, which included a description of the academic program in its traditional form (annual, quarterly), in scription of the academic program addition to adopting the de .circulated according to the book of the Department of Studies**

on 5/3/2023 regarding programs that adopt the 2906 .3/ T.M.3  
.Bologna Process as a basis for their work  
riting In this area, we can only emphasize the importance of w  
to ensure the descriptions of academic programs and courses  
.smooth conduct of the educational process

## **:Concepts and terminology**

The description of the academic program : program Description of the academic  
s vision, mission, and objectives, including concise summary of it provides a  
an accurate description of the targeted learning outcomes according to  
.specific learning strategies

Provides a necessary summary of the most important : Description Course  
learning outcomes expected of the characteristics of the course and the  
student to achieve, demonstrating whether he or she has made the most of  
the program It is derived from .the available learning opportunities  
.description

program An ambitious picture for the future of the academic :Program Vision  
.to be a developed, inspiring, motivating, realistic and applicable programme  
explains the goals and activities necessary briefly The program's mission: It  
to achieve them, and also defines the program's development paths and  
.directions

These are statements that describe what the academic :bjectivesProgram o  
program intends to achieve within a specific period of time and are  
.measurable and observable

All courses/study subjects included in the academic Curriculum structure approved learning system (semester, annual, program according to the Bologna track), whether it is a requirement (ministry, university, college, or scientific department), along with the number of study units that A consistent set of knowledge, skills, and values Learning outcomes the student has acquired after the successful completion of the academic program. The learning outcomes for each course must be determined in a way that achieves the program objectives

They are the strategies used by a faculty member and they are plans that are followed to reach learning goals. That is, it describes all of the program activities to achieve the learning outcomes

## Academic program description form

**University name: Diyala University**

**Institute: College of Basic Education/ College**

**Scientific Department: Science Department**

**Name of the academic or professional program: Bachelor of  
Education/Life Sciences**

**or of Education/Life Sciences Name of final degree: Bachel**

**Academic system: semester**

**Description preparation date: 4/1/2024**

**the file: 4/15/2024 Date of filling**

**Signature**

**Head of Department Name:**

**Ass.Prof. Zuhair Hussein Jawad**

**Date: 1.4.2024**

**Signature**

**Ass. Dean for Scientific Affairs:**

**Haider A. Abbas**

**Date: 1.4.2024**

**The file is checked by :**

**Quality Assurance and University Performance Division of  
Quality Assurance and University the Name of the Director of  
M.D. Najat Hamdi Abdullah : Division Performance**

**2024/2/4 Date**

**the signature**

**Authentication of the Dean**

**Prof. Dr. Abdul Rahman Nasser Rashid**

### **See the program .1**

**tional directives Applying and implementing all scientific and educational instructions that carry a constructive vision and necessary contemporary policies that contribute to the accomplishment of the tasks and objectives of the department in order to advance and improve the scientific, specialized, service and training performance of the reality of the aspects in the field of ensuring qualitative quality in the department in service of the public interest and the outcomes of our students by .there transferring this expertise to the schools in which They will study**

### **Program message .2**

**It is one of the purely scientific departments in the college that serves the education of the department's students and raising their laboratory skills, as well as the tasks of the teaching researchers in the scientific and applied research aspect in specialized research laboratories**

### **Program Goals .3**

**Preparing a specialized university teacher with a balanced personality, aware of his national and professional educational role, armed with general good behavior, and the ethics of the culture, specialized knowledge educational profession, preparing him to keep pace with contemporary life in light of the data of modern technology, and providing him with skills that qualify him to perform his assigned tasks in educational and teaching schools, especially in the general pure science specializations and their branches. And specializations (physics, chemistry, life sciences**

**Cognitive goals -1**

**Enabling students to obtain accurate knowledge and -A1**

**.understanding of scientific information**  
**of Enabling students to obtain knowledge and understanding – A2**  
**.information in the biology major in a functional manner**  
**of Enabling students to obtain knowledge and understanding –A3**  
**.scientific and practical skills in a functional manner**  
**of students to obtain knowledge and understandingEnabling st -A4**  
**. how to adapt effectively with their peers and with others**  
**of Enabling students to obtain knowledge and understanding -A5**  
**.scientific terminology in the English language**  
**edge and understanding of Enabling students to obtain knowl –A6**  
**.the standards of good teaching**  
**Enabling students to obtain knowledge and understanding –A7**  
**.related to his tendencies and trends**

**skill objectives s’ The program - B**  
**ctual Enabling students to solve problems related to the intelle - B1**  
**.framework of biology**  
**scientific terminology Enabling students to solve problems related to - B2**  
**.in the English language**  
**the teaching Enabling students to solve problems related to - B3**  
**.profession and how to deal with students**

**ng methodsTeaching and learni**  
**Using different methods to teach the subject to students, including lecture,**  
**discussion, exploration, the laboratory method, the method of trips and field**  
**solving method, and other methods that facilitate the -visits, the problem**  
**.standing of the school subjectstudent’s under**

**Evaluation methods**  
**.Daily tests with multiple questions for academic subjects -**  
**Asking competitive questions that spread the spirit of competition among -**  
**.students**  
**Assigning students to homework -**

**.goals Emotional and value -C**  
**.Enabling students to think and analyze topics related to biology -C1**  
**to scientific Enabling students to think and analyze topics related -C2**  
**.theories**

to the Enabling students to think and analyze topics related -C3  
.es in the fieldapplication of scientific theori  
to teaching and how Enabling students to think and analyze topics related -4 C  
.to deliver information to learners in the future

**Teaching and learning methods**

Using many teaching methods through which we present the most important  
on topics related to thinking and analysis. Including the method of basics  
discussion and the method of interrogation, while assigning students  
reflection and answering, while teaching them -homework that requires self  
.f the subjectmethods of thinking and scientific analysis o

**Evaluation methods**

.Daily exams with questions that require individual intellectual answers -  
Determining grades for the homework assignments assigned to the -  
.student  
equire Setting grades for competitive questions directed to students that r -  
.intellectual and subjective answers

other skills related to ) skills transferable qualifying and General - D  
. (personal development employability and

.Providing students with laboratory equipment -D1  
e teaching method for the choose the appropriat Enabling students to -D2  
.subject  
pass professional tests and interviews that take Enabling students to -D3  
.place while applying for work  
continuously develop themselves and their Enabling students to -D4  
.professional lives after graduation

**d learning methodsTeaching an**

Using different methods to teach the subject to students, including lecture,  
discussion, exploration, the laboratory method, the method of trips and field  
solving method, and other methods that facilitate the -visits, the problem  
s understanding of the subject, in addition to inviting some student'  
.professional bodies and organizing seminars with the students

**Evaluation methods**

.Daily exams for students -  
.Conduct tests similar to the field and work environment -  
.raining in training institutionsSending students for t -

**Program accreditation .4**

No, it has not received accreditation from any body, and we are working to



obtain it in accordance with the national standards for accreditation of the  
 .(SPA). Program of Colleges of the Educational Group

**Other external influences .5**

**Ministry of Higher Education and Scientific Research  
 Diyala University**

**Program structure .6**

* comments	percentage	Study unit	Number of courses	Program structure
	%20	19	10	Enterprise requirements
	%28	43	14	ntsCollege requireme
	%52	72	26	Department requirements
		nothing	nothing	summer training
		nothing	nothing	Other

.Notes may include whether the course is core or elective \*

numbe r of units	Program description					
	Credit hours			course Name of the or course	Course or course code	/Year/level
	Merge clocks	practica l	theoreti cal			
2	2	---	2	Arabic	SCBB04AL117	The first/first
2	3	2	1	the computer	SCBB04CO116	
1	1	---	1	Democracy and human rights	SCBB04HR115	

3	3	---	3	Basics of psychology	SCBB04GP114	
4	5	2	3	General biology	SCBB04GB111	
4	5	2	3	General chemistry	SCBB04GC112	
2	2	---	2	Logic (mathematics)	SCBB04L113	
18	21	6	15			

number of units	Program description					
	Credit hours			Name of the course or course	Course or course code	/Year/level
	Merge clocks	practical	theoretical			
2	2	---	2	English	SCBB04EL124	First/second
3	3	---	3	Fundamentals and principles of basic education	SCBB04OBEP123	
2	2	---	2	Islamic education	SCBB04IE125	
4	5	2	3	General physics	SCBB04GP121	
3	4	2	2	Human biology	SCBB04HB122	
2	2	---	2	Laboratory security and safety	SCBB04SSL126	
16	18	4	14			

number	Program description
--------	---------------------

r of units	Credit hours			Name of the course or course	Course or course code	/Year/level
	Merge clocks	practical	theoretical			
2	2	---	2	Arabic	SCBB04AL215	d/Second third
2	2	---	2	English	SCBB04EL216	
2	3	2	1	the computer	SCBB04CO217	
3	3	---	3	Counseling and mental health	SCBB04PH214	
4	5	2	3	Microbiology	SCBB04MB213	
3	4	2	2	cytology	SCBB04CL211	
2	2	---	2	Virology	SCBB04VI212	
1	1	---	1	The crimes of the Baath regime	SCBB04CL227	
19	22	6	16			the total

number of units	Program description					
	Credit hours			Name of the course or course	Course or course code	/Year/level
Merge clocks	practical	theoretical				
3	3	---	3	Educational statistics	SCBB04ES225	Second/fourth
2	2	---	2	Educational psychology	SCBB04PC226	
3	4	2	2	Invertebrate science	SCBB04IV222	
3	4	2	2	Histology and embryology	SCBB04HE221	
2	2	---	2	Biochemistry	SCBB04BC223	

3	4	2	2	Plant physiology	SCBB04HP224	
16	19	6	13			total the

number of units	Program description					
	Credit hours			Name of the course or course	Course or course code	/Year/level
	Merge clocks	practical	theoretical			
3	3	---	3	General teaching methods	SCBB04GMT326	/Third Fifth
3	3	---	3	ational Educ research method	SCBB04EC317	
3	4	2	2	Faslaja is an animal	SCBB04AP321	
3	4	2	2	Parasitology	SCBB04P312	
4	5	2	3	Plant and animal production	SCBB04PP316	
						the total

number of units	Program description					
	Credit hours			Name of the course or course	Course or course code	/Year/level
	Merge clocks	practical	theoretical			
2	2	---	2	Measurement and evaluation	SCBB04ME325	/Third VI

2	2	---	2	Curricula and textbooks	SCBB04C 416	
3	4	2	2	Immunology	SCBB04IS322	
3	4	2	2	world of insects	SCBB04GE323	
2	2	---	2	Methods of teaching science	SCBB04SM 413	
2	2	---	2	Plant classification	SCBB04T314	
2	2	---	2	Environment and health	SCBB04PP	
2	2	---	2	sustainable development	SCBB04PP	
<b>18</b>	<b>20</b>	<b>4</b>	<b>16</b>			<b>the total</b>

number of units	Program description					
	Credit hours			Name of the course or course	Course or course code	/r/levelYea
	Merge clocks	practical	theoretical			
2	2	---	2	Arabic literature	SCBB04AL418	Fourth/s eventh
2	2	---	2	Professional ethics	SCBB04AL	
2	2	---	2	Educational administration and supervision	SCBB04EMS417	
2	4	4	---	Practical education (watching)	SCBB04GMT327	

3	4	2	2	Algae and fungi	SCBB04AF315	
3	4	2	2	Genetics	SCBB04GEN412	
2	2	---	2	Serums and vaccines	SCBB04SV411	
2	2	---	2	Endocrine physiology	SCBB04AL	
18	22	8	14			

number of units	Program description					
	Credit hours			Name of the course or course	Course or course code	/Year/level
	Merge clocks	practical	theoretical			
12	12	12	---	Application	SCBB04TP421	Fourth/eighth
3	3	3	---	Graduation research	SCBB04TP422	
15	15	15				the total

Knowledge	
<p><b>Knowledge and understanding -A1</b></p> <p>Enabling students to obtain knowledge and -A2 biology understanding in introducing the various . sciences</p> <p>Enabling students to obtain knowledge and -A3 understanding of the greatness of God Almighty .hrough His creaturest</p> <p>Enabling students to obtain knowledge and -A4 understanding of the impact of different</p>	<p><b>Cognitive objectives</b></p>

and on life in neighborhoods on one another .general	
Enabling students to obtain knowledge and -A5 .understanding of what the mind cannot imagine	
<b>Skills</b>	
performance Skills in practical -B1	<b>Behavioral or skill goals</b>
Skills related to teaching methods and scientific -B2 .research	
<b>Value</b>	
Enabling students to think and analyze topics - .related to biology ink and analyze Enabling students to th -C2 .to scientific theories topics related Enabling students to think and analyze -C3 to the application of scientific topics related .theories in the field Enabling students to think and analyze topics -4 C er information to teaching and how to deliv related .to learners in the future	<b>Emotional goals</b>

<b>Teaching and learning strategies .1</b>
Teaching and learning strategies and methods adopted in implementing the .program in general Clarifying and explaining the study material How to display the form -2 thodLecture me -3 learning method-Self -4 learning-Relying on e -5 discussion, exploration, the laboratory method, the method of ' In addition to trips and field visits, the method of solving problems, and other methods that he academic material, in addition to facilitate the student's understanding of t .inviting some professional bodies and organizing seminars with the students

## Evaluation methods .2

.Implementing it in all stages of the program in general

Daily tests with specific questions -1

.r homework and class participation Assigning grades fo -2

Assigning students to complete research and reports on the academic -3  
subject

.Oral exams -4

Quick and sudden daily tests -5

education institution .4					.3	
Faculty members						
Preparing the teaching staff		Special requirements/skilre (Is (if any	Specialization		the name	Scientific rank
lecture r	angel		private	general		
///	Perpetual angel		T.T. the sciences	Life science	Mr. Dr. Majid Abdel Sattar Abdel Karim	.Mr
///	petuPer angel		I T Chemistry	chemistr y	.Mr. Dr Munther Mubarak Abdul Karim	.Mr
///	Perpetual angel		I.T Chemistry	Science ed	Prof. Dr. Faleh Abdel Hassan Awaid	.Mr
///	Perpetual angel		Methods of teaching science/chemistry	Chemistr y	a . Hiam Absent Hussein Abdullah	.Mr
///	Perpetual angel		ic physicsAtom	physics	.Mr. Dr Wasfi Muhammad Kazem	.Mr
///	Perpetu	Head of	Solid state physics	Physics	Prof. Dr. Zuhair Hussein	Assistan t



	al angel	Department			Jawad Kazem	Professo r
///	Perpetu al angel	t Departmen rapporteur for preliminary studies	Philosophy of education	Philosophy in education	Prof. Israa Akef Ali	Assistan t Professo r
///	Perpetu al angel	Scientific promotions decision	Physics of solids	Physics	A.M.D. Faryal Kazem Daoud	Assistan t Professo r
///	Perpetu al angel		ogyMicrobiol	Life science	Prof. Dr. Aws Zamil Abdul Karim	Assistan t Professo r
///	Perpetu al angel		Medical and molecular viruses	Microbiology	a. M. Dr.. Tamara Amer Taha	Assistan t Professo r
///	Perpetu ial ange		Methods of teaching life sciences	Teaching methods	Prof. Dr. Qahtan Adnan Mahmoud	Assistan t Professo r
///	Perpetu al angel		Microbiology	Life sciences	Prof. Sondos Adel Naji	Assistan t Professo r
///	Perpetu al angel	Director of the administrative unit at the college	plants	Life sciences	A. M. Khamail Ali Karim	Assistan t Professo r
///	Perpetu al angel		Life technologies	Life science	A.M. Rana Hussein Nasser	Assistan t Professo r
///	Perpetu al angel		Methods of science teaching	Sciences	Mother. Mona Abdullah Ismail	Assistan t Professo r
///	Perpetu		Life science	Life science	M. Dr. Muhamma d Ali	Teacher

	al angel				Hussein Abdullah	
///	Perpetual angel		Methods of teaching physics	Methods of teaching science	M. Dr.. Tawfiq Qadouri Muhammad	Teacher
///	Perpetual angel		Analytical	chemistry	MD Muthanna Saeed Ali Karim	Teacher
///	Perpetual angel	Postgraduate course in the department	Philosophy in physics	Physics	..Dr .M Nawar Thamer d Mohammed Hamad	Teacher
///	Perpetual angel		Zoology. Histology	Life science	M.D. Dina Abdul Razzaq Abdullah	Teacher
///	Perpetual angel	Responsible for the quality assurance unit at the college	Educational and psychological sciences	Educational and psychological sciences	M.D. Najat Hamdi Abdullah	Teacher
///	Perpetual angel	Responsible for scientific affairs at the college	Algae	Botany	M.D. Intisar Karim Abdel Hassan	Teacher
///	Perpetual angel		immunity	Medical Sciences	Moataz .M.D Yassin Hussein Aliwi	Teacher
///	Perpetual angel	Responsible for the laboratory committee at the college	Applied physics	Physics Science	M.D. Yasser Ismail Hamid	Teacher
///	Perpetual angel		Life science	Life science	M . Kazem Adel Hadi emKaz	Teacher
///	Perpetual angel		Molecular biology	Life sciences	Eng. Israa Tariq Akul Bireh	Teacher
///	Perpetual angel		Microbiology	Life sciences	Eng. Ammar Adnan Tohme Ali	Teacher
///	Perpetual angel		Methods. teaching. Chemistry	Chemistry	Israa. . M Survivor. zemKa	Teacher

///	Perpetual angel		Solid state physics	Physics	M. Lina Behnam Yaqo	Teacher
///	Perpetual angel		analytical chemistry	Chemistry	Hind Abdel Wahab Abdel Latif	assistant teacher
///	Perpetual angel		Methods of teaching science	Teaching methods	. millimeter Randa Muthanna Radi Ali	assistant teacher
///	Perpetual angel		Methods of teaching science	Teaching methods	M. M. Yusra Khalaf Muhammad Khalaf	assistant teacher
///	Perpetual angel		Methods of teaching science	Teaching methods	ah M. M. Far Hassan Hadi Hassan	assistant teacher
///	Perpetual angel		Methods of teaching science	Teaching methods	M. M. Duha Yahya Muhammad Ali	assistant teacher
///	Perpetual angel		Methods of teaching science	ng Teachi methods	M.M. Suzan Muhammad Hussein	assistant teacher
///	Perpetual angel		Methods of teaching science	the sciences	.millimeter Hanan Hajim Murad Muhammad	assistant teacher
///	Perpetual angel		Polymeric scomposite	Physics Science	M M Heba Jumaa Jaafar	assistant teacher
///	Perpetual angel		Methods of teaching science	Teaching methods	.millimeter Sakina Muhammad Ali Mustafa	assistant teacher
///	Perpetual angel	Asian champion in Kyokushinkai	Feslaja are domestic birds	animal production	M.M. Bahaa Nazim Ali Hussein	assistant teacher
///	Perpetual angel		Methods of teaching science	Teaching methods	M. M. Muhammad Shaker Mahmoud Hussein	assistant teacher
///	Perpetual angel		Methods of teaching science	Teaching methods	millimeter. Zainab Qasim Muhammad	assistant teacher
///	Perpetual angel		Chemistry	Chemistry	millimeter. Saleh Mahdi Saleh	assistant teacher

### **Professional development**

#### **Orienting new faculty members**

**e Assigning them to attend lectures with experienced people, while involving them in the practical aspect and practical education**

#### **Professional development for faculty members**

**Setting priority for applying to postgraduate studies for holders of master's and bachelor's degrees in order to develop the scientific and administrative staff in the department**

### **Acceptance standard .5**

**Central admission according to the average**

### **The most important sources of information about the program .6**

- .Lectures and methodological books, if available –**
- .The Internet –2**
- .Field visits –3**
- .Scientific trips –4**
- .librariesLib –5**
- .Meetings with some professional bodies –6**

### **Program development plan .7**

**The proposals are submitted to the Dean and approved at the Deans' meeting, for example in the sectoral meeting**

**Number of Adding the below materials to the sectors without affecting the units**

- .Developmental psychology-**
- .Principles of education-2**
- .Procedural research with theoretical and practical hours -3**
- .Methods of teaching people with special needs-4**

**The psychology of classroom learning, limited to theoretical and practical-5  
.hours**

**.Educational texts in English -6**

**.Teaching thinking -7**

**Educational technology and its applications, limited to theoretical and -8  
.practical hours**

**.Educational planning -9**

**.and management leadership Educational - 10**

<b>Program skills chart</b>															
<b>outcomes required from the programme Learning</b>															
<b>Value</b>				<b>Skills</b>				<b>Knowledge</b>				<b>Essen tial or option al</b>	<b>Course Name</b>	<b>Course Code</b>	<b>Year/ level</b>
<b>C4</b>	<b>C3</b>	<b>C2</b>	<b>C1</b>	<b>B4</b>	<b>B3</b>	<b>B2</b>	<b>B1</b>	<b>A4</b>	<b>A3</b>	<b>A2</b>	<b>A1</b>				
√	√	√	√	√	√	√	√		√	√	√	<b>Basic</b>	<b>Arabic</b>	<b>SCBB04AL117</b>	<b>The /first the first</b>
√	√	√	√	√	√	√	√		√	√	√	<b>Basic</b>	<b>the computer</b>	<b>SCBB04CO116</b>	
√	√	√	√	√	√	√	√		√	√	√	<b>Basic</b>	<b>Democracy and human rights</b>	<b>SCBB04HR115</b>	
√	√	√	√	√	√	√	√	√	√	√	√	<b>Basic</b>	<b>Basics of psychology</b>	<b>SCBB04BGP114</b>	
√	√	√	√			√	√	√	√	√	√	<b>Basic</b>	<b>General biology</b>	<b>SCBB04GB111</b>	
√	√	√	√			√	√	√	√	√	√	<b>Basic</b>	<b>General chemistry</b>	<b>SCBB04GC112</b>	
√	√	√	√	√	√	√	√	√	√	√	√	<b>Basic</b>	<b>Logic (mathematics)</b>	<b>SCBB04L113</b>	
√		√	√	√	√	√	√	√	√	√	√	<b>Basic</b>	<b>English</b>	<b>SCBB04EL124</b>	<b>The /first</b>
√		√	√	√	√	√	√	√	√	√	√	<b>Basic</b>	<b>Fundamentals and</b>	<b>SCBB04BEP123</b>	

													f basic principles o education		the secon d	
√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	Islamic education	SCBB04IE125	
√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	General physics	SCBB04GP121	
√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	Human biology	SCBB04HB122	
√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	Laboratory urity and safetysec	SCBB04SSL126	
√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	Arabic	SCBB04AL215	the
√	√	√	√	√	√	√	√	√	√				Basic	English	SCBB04EL216	secon
√	√	√	√	√	√	√	√	√	√				Basic	the computer	SCBB04CO217	/d
√	√	√	√	√			√	√	√	√	√	√	Basic	Counseling and ntal healthme	SCBB04PH214	the third
√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	Microbiology	SCBB04MB213	
√			√	√	√	√	√	√	√	√	√	√	Basic	cytology	SCBB04CL211	
√			√	√	√	√	√	√	√	√	√	√	Basic	Virology	SCBB04VI212	
√			√	√	√	√	√	√	√	√	√	√	Basic	The crimes of the Baath regime	SCBB04CL227	
√	√	√	√	√	√	√			√	√	√	√	Basic	Educational	SCBB04ES225	the

														statistics		second /d fourth
√	√	√	√	√	√	√			√	√	√	Basic	Educational psychology	SCBB04PC226		
√	√	√	√	√	√	√			√	√	√	Basic	Invertebrate science	SCBB04IV222		
√	√	√	√	√	√	√			√	√	√	Basic	and Histology embryology	SCBB04HE221		
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Biochemistry	SCBB04BC223		
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Plant physiology	SCBB04HP224		
√	√	√	√	√	√	√	√	√	√	√	√	Basic	General teaching methods	SCBB04GMT326	Third /d Fifth	
√	√				√	√	√	√	√	√	√	Basic	Educational research method	SCBB04EC317		
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Faslaja is an animal	SCBB04AP321		
√	√	√	√	√	√	√	√	√	√	√	√	Basic	Parasitology	SCBB04P312		
√	√	√	√	√	√	√	√	√	√		√	Basic	Plant and animal production	SCBB04PP316		
√	√	√	√	√	√	√	√	√	√		√	Basic	Measurement and	SCBB04ME325	Third	



													<b>evaluation</b>		<b>/d VI</b>
√	√	√	√	√	√	√	√	√	√		√	<b>Basic</b>	<b>Curricula and textbooks</b>	<b>SCBB04C 416</b>	
√	√	√	√		√	√	√	√	√	√	√	<b>Basic</b>	<b>Immunology</b>	<b>SCBB04IS322</b>	
√	√	√	√		√	√	√	√	√	√	√	<b>Basic</b>	<b>world of insects</b>	<b>SCBB04GE323</b>	
√	√	√	√		√	√	√	√	√	√	√	<b>Basic</b>	<b>Methods of teaching science</b>	<b>SCBB04SM 413</b>	
√	√	√	√		√	√	√	√	√	√	√	<b>Basic</b>	<b>Plant classification</b>	<b>SCBB04T314</b>	
√	√	√	√		√	√	√	√	√	√	√	<b>Basic</b>	<b>Environment and health</b>	<b>SCBB04PP</b>	
√	√	√	√	√	√	√	√	√	√	√	√	<b>Basic</b>	<b>sustainable development</b>	<b>SCBB04PP</b>	
√	√	√	√	√	√	√	√	√	√	√	√	<b>Basic</b>	<b>Arabic literature</b>	<b>SCBB04AL418</b>	<b>Fourt /h seven th</b>
√	√	√	√	√	√	√	√	√	√	√	√	<b>Basic</b>	<b>Professional ethics</b>	<b>SCBB04AL</b>	
√	√	√	√	√	√	√	√	√	√	√	√	<b>Basic</b>	<b>Educational administration and supervision</b>	<b>SCBB04EMS417</b>	
√	√	√	√	√	√	√	√	√	√	√	√	<b>Basic</b>	<b>al education Practic (watching)</b>	<b>SCBB04GMT327</b>	

√	√	√	√	√	√	√	√	√	√	√	√	<b>Basic</b>	<b>Algae and fungi</b>	<b>SCBB04AF315</b>	
√	√	√	√	√	√	√	√	√	√	√	√	<b>Basic</b>	<b>Genetics</b>	<b>SCBB04GEN412</b>	
√	√	√	√	√	√	√	√	√	√	√	√	<b>Basic</b>	<b>Serums and vaccines</b>	<b>SCBB04SV411</b>	
√	√	√	√	√	√	√	√	√	√	√	√	<b>Basic</b>	<b>Endocrine siologyphy</b>	<b>SCBB04AL</b>	
√	√	√	√	√	√	√	√	√	√	√	√	<b>Basic</b>	<b>Application</b>	<b>SCBB04TP421</b>	
√	√	√	√	√	√	√	√	√	√	√	√	<b>Basic</b>	<b>Graduation research</b>	<b>SCBB04TP422</b>	

ogram subject to evaluationPlease check the boxes corresponding to the individual learning outcomes from the pr ●

## Course description form

<b>Course Name</b>	
Biology General	
<b>Course Code</b>	
BB04GB111	
<b>Semester/year</b>	
1st	
<b>Date this description was prepared</b>	
01-10-2023	
<b>Available attendance forms</b>	
Mandatory	
<b>(Number of units (total)/Number of study hours (total)/number of</b>	
Theoretical 2 Practical Number of units 5 3	
<b>Name of the course administrator (if more than one name is mentioned)</b>	
Attend Names <a href="mailto:dina.abdalrazaq86@gmail.com">dina.abdalrazaq86@gmail.com</a> M. Dr.. Dina Abdalrazaq  <a href="mailto:sicsci39@uodiyala.edu.iq">sicsci39@uodiyala.edu.iq</a> M. M. Duha Yahya Muhammad	
<b>Course Objectives</b>	
Understanding the phenomena of learning and teaching, the * Outcomes of events that factors affecting them, and interpreting permeate the relationship between learning and teaching and between the teacher and the learner Increasing the teacher's ability to see what is happening remotely * in terms of educational changes among students and plan to meet their expectations Educational events change Learn about the science of classification and its historical stages* Recognize the common characteristics of living organisms* Learn about life theories*	Objectives of the study subject
<b>Teaching and learning strategies</b>	

The lecture -  
 Discussion-  
 Interrogation -  
 Simulation -  
 Laboratory method

strategyTh

Course structure					
Evaluation method	Learning method	Required learning outcomes	Name of the unit or topic	hours	the week
Continuous calendar (participation) Duties- Reports Interaction	modified lecture discussion	Knows the definition of biology	biology	5	
Continuous calendar (participation) Duties- Reports Interaction	discussion and questions	origin of the Earth, theories of the origin of life, religion and origin of life	origin of	5	
Continuous evaluation (reports- participation) Interaction- duties	discussion and questions	definition and historical changes and its fields	economy	5	
Continuous evaluation (reports- participation) Interaction- duties	modified lecture discussion	the official method for species living naming	scientific nomenclature	5	
Continuous calendar (learning) Duties- Reports Interaction	lecture modified discussion	above the kingdom: Archaea Kingdom of Archaea Above the kingdom of -kingdom: Bacteria Kingdom of Archaea Above the kingdom: Kingdom -Eukaryotes Kingdom of Fungi -Protozoa Kingdom of -Kingdom of plants mials	division of organisms	5	
Continuous calendar (learning) Duties- Reports- Interaction	discussion and the questions	by its S characteristics and uses	bacteria	5	
			1st month exam	5	
Continuous calendar (learning) Duties- Reports Interaction	discussion and the questions	uses and recipes for each type		5	
Continuous calendar (learning) Assignments- Reports Interaction-	discussion and the questions	organize and multiply and cloning and genetics Mendel's laws and mutations	genetic material	5	
Continuous calendar (learning) Duties- Reports	discussion and the questions	Evolution, Definition of evolution mechanisms of evolution and evidence	development	5	

eraction					
ntinuous calendar (ring) ties– Reports– eration–	discussion of the questions	Animal hormones definition, types and effects hormones definition, -Vegetarianism plant hormonal types regulation	hormones	5	
lar Continuous ca (ring) ties– Reports– eration	discussion of the questions	definition, history, immune organs in the body, and types of immunity	immunology	5	
ntinuous calendar (ring) ties- Reports eration	discussion And the questions	definition, historical overview, name, and hypotheses of its origin	viruses	5	
ntinuous calendar (ring) signments -Reports eration –	discussion And the questions	enzymes as a group of metabolic reactions that occur in living organisms enzymes convert biochemical energy	enzymology enzymes enzymology enzymes	5	
			exam monthly	5	

#### Course evaluation

Contribution of the grade out of 100 according to the tasks assigned to the student, such as Dis. as daily preparation, daily, oral, monthly, written exams, reports, etc

The theoretical + daily exam score = 25

Practical exam score = 15

40 = Final theoretical exam score

Final practical exam score = 20

Final grade = 100

#### Learning and teaching resources

biology Dr. Hussein Abdel Moneim	required textbooks methodology, if any)
	main references (sources
	Recommended supporting books and references (...s, reports, scientific journal)
	electronic references, Internet sites

## Course description form

(Logic (mathematics : Course name
BB04L113 : code Course
24-First 2023 : Year /Semester
23/1/10 : description was prepared Date this
Mandatory : e forms of attendanceAvailabl
30 : (Number of study hours (total)/number of units (total
if more than one name is mentioned): ) Name of the course officer

Professor Faryal Kazem Daoud

[csci13@uodiyala.edu.iq](mailto:csci13@uodiyala.edu.iq) : email • Prof. Dr. Faryal Kazem Dawoud :Name

objectives Course

<p>the student able to define the science of logic, what a statement is, and how two -1  statements can be linked together using conjunction</p> <p>it is the algebra of expressions and what are dialogues? The student can solve examples of  each topic mentioned</p> <p>student can identify the group, distinguish between them, and know the algebra -2  groups and the theorems for algebra of groups</p> <p>student should distinguish between sets and relations, know ordered pairs, T -3  tesian multiplication, and how to find equivalence rows</p>	<p>objectives of the  study subject</p>
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Teaching and learning strategies

<p>ecture method •</p> <p>errogation method •</p> <p>imulation method •</p> <p>scussion method •</p>	<p>strategy</p>
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Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
network/repo	<ul style="list-style-type: none"> <li>ecture method •</li> <li>errogation •</li> <li>ethod</li> <li>ulation •</li> <li>thod</li> <li>Discussion •</li> <li>method</li> </ul>	iesf	<p>inition of logic, phrase and  l  nnecting phrases</p>	2	1
Homework/r eports	<ul style="list-style-type: none"> <li>ecture method •</li> <li>errogation •</li> <li>ethod</li> <li>ulation •</li> <li>thod</li> <li>Discussion •</li> <li>method</li> </ul>	ferries	<p>ve questions about  nnecting tools  ries</p>	2	2
Homework/r eports	<ul style="list-style-type: none"> <li>re methodLe •</li> <li>errogation •</li> <li>thod</li> <li>ulation •</li> </ul>	ferries	<p>gical equivalence and  logues</p>	2	3

	<ul style="list-style-type: none"> <li>• Discussion method</li> </ul>				
Homework/reports	<ul style="list-style-type: none"> <li>• Structure method</li> <li>• Interrogation method</li> <li>• Evaluation method</li> <li>• Discussion method</li> </ul>	ferries	ve questions about logical equivalence and dialogues	2	4
Homework/reports	<ul style="list-style-type: none"> <li>• Structure method</li> <li>• Interrogation method</li> <li>• Evaluation method</li> <li>• Discussion method</li> </ul>	group	fining and getting to know group types of groups	2	5
Homework/reports	<ul style="list-style-type: none"> <li>• Structure method</li> <li>• Interrogation method</li> <li>• Evaluation method</li> <li>• Discussion method</li> </ul>	the group	gebra of sets	2	6
			st month exam	2	7
Homework/reports	<ul style="list-style-type: none"> <li>• Structure method</li> <li>• Interrogation method</li> <li>• Evaluation method</li> <li>• Discussion method</li> </ul>	the group	corems on algebra of groups the Union	2	8
Homework/reports	<ul style="list-style-type: none"> <li>• Structure method</li> <li>• Interrogation method</li> <li>• Evaluation method</li> <li>• Discussion method</li> </ul>	oupthe gr	corems on algebra of groups the intersection	2	9



ork/rHomew eports	ture method • rrrogation • thod ulation • thod Discussion • method	the group	orems about the group's mplement d the virtue of the group	2	10
Homework/r eports	ture method • rrrogation • thod ulation • thod Discussion • method	ations	ñinition of ordered pair and rtesian multiplication	2	11
Homework/r eports	ture method • on Interro • thod ulation • thod Discussion • method	relations	perties of Cartesian ltiplication	2	12
Homework/r eports	ture method • rrrogation • thod ulation • thod Discussion • method	relations	ationship and inverse ationship	2	13
Homework/r eports	ture method • rrrogation • thod ulation • thod Discussion • method	relations	ivalence row and finding ence rowsequi	2	14
			cond month exam	2	15

### Course evaluation

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

Learning and teaching resources	
	Required textbooks (methodology, if any)
	Main references (sources)
Introduction to the foundations of -1 Hashemi -mathematics, Dr. Basil Atta Al and others	Recommended supporting books and (....references (scientific journals, reports
Introduction to finite mathematics, Dr. -2 Mustafa Ahmed and others	
benefit Directing students to some websites in them	Electronic references, Internet sites

### of the course description Growth

Course Name
<b>General chemistry</b>
Code Course
<b>BB04GC112</b>
Year /Semester
The first / first
Description was prepared Date this
<b>2024-For the academic year 2023</b>
Available attendance forms .A
Mandatory
(study hours (total)/number of units (total Number of
Units 4 / <b>hours 125</b>

if more than one name is ) Name of the course administrator (mentioned)					
amil Al M. <b>Dr. Muthanna Saeed Ali</b> :Name sicsci18@uodiyala.edu.iq					
Objectives Course					
Teaching students what atomic theory is Teaching students how to prepare solutions Teaching students what types of solids are		<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>	Objectives of the study sub		
Teaching and learning strategies					
Series of lectures to teach students what atomic theory is and how to prepare solutions of liquid substances and solids and what are the types of bonds					strategy
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Tests (written and oral performance)	Lectures	<b>chemistry</b>	The student must understand atomic theory Preparation of solutions Types of bonds		first
		<b>Introduction to chemistry</b>			second
		<b>Material classification</b>			third
		<b>Material properties</b>			
		<b>Atomic particles</b>			

		<b>Unit of measurement for atomic weight</b> <b>Atomic theory</b> <b>How to write an electronic arrangement</b> <b>Types of chemical bonds</b> <b>Covalent bond</b> <b>Ionic bond</b> <b>Coordination bond</b> <b>Method for determining concentrations</b> <b>Calculate the Cal molar</b>			fourth  if  venth  II  nth  e tenth
--	--	--	--	--	---

		<p><b>concentration of solids</b></p> <p><b>Calculate the molar concentration of liquid substances</b></p> <p><b>Names of the necessary glass tools in the laboratory</b></p> <p><b>Determine the percentage of water in aqueous .sodium acetate</b></p> <p><b>Determine the percentage of water in</b></p>			<p>eistic</p> <p>ond</p> <p>third</p> <p>fourth</p> <p>teenth</p>
--	--	---	--	--	---

		<p>hydrated copper .sulphate</p> <p>Determine the concentration of hydrochloric acid solution by titrating it with sodium .hydroxide</p> <p>Determine the concentration of sulfuric acid solution by titrating it with sodium .hydroxide</p> <p>Preparation of sodium</p>			
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		<b>carbonate solution from pharmaceutical pha preparations solution C ) from pharmaceutical preparations</b>			
--	--	--	--	--	--

#### Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily .daily, oral, monthly, written exams, and reports preparation

#### Learning and teaching resources

beginning chemistry	required textbooks (methodology, if any
fundamentals of modern general chemistry	main references (sources
	Recommended supporting books and (...es (scientific journals, reportsreferenc
	ctronic references, Internet sites

## Course description

**Subject: Basics of educational psychology**

Course Name	
Basics of psychology	
Code Course	
BB04BGP114	
Year /Semester	
Year first / first	
Description was prepared at this D	
23-10-01	
Available attendance forms .A	
Mandatory	
(Number of study hours (total)/number of units (total	
Units /hour 45	
If more than one name is ) Name of the course administrator	
(mentioned	
basicsci17@uodiyala.edu.iq :em EmailName: M. Israa Naji Kaz	
:Amiel - Lecturer Yousry Khalaf Muhammad Al	
basicsci42@uodiyala.edu.iq	
Objectives Course	
<b>Cognitive objectives -A</b> Enabling students to obtain knowledge and - understanding of general psychology in terms of its origin, concept, goals, branches, and	<b>: Objectives of the study material</b> Introducing students to general - psychology in general, in terms of its als, branches, and origins, concept, go



.ther sciencesrelationship with o  
 Enabling students to obtain knowledge and -  
 understanding of the contributions of Muslim  
 .scholars in the field of psychological studies  
 Enabling students to obtain knowledge and -  
 understanding of schools of psychology and  
 .orientations of each of them the intellectual  
 Enabling students to obtain knowledge and -  
 understanding of human behavior and the  
 physiological and psychological foundations  
 .affecting it  
 Enabling students to obtain knowledge, -  
 f understanding, analysis and interpretation o  
 .the motives of human behaviour  
 Enabling students to obtain knowledge, -  
 understanding, analysis and interpretation of  
 .human emotion  
 Enabling students to obtain knowledge and -  
 understanding of learning in terms of its  
 d meaning, importance, conditions, an  
 theories, with a focus on the theories of  
 Pavlov's conditional learning and Kohler's  
 .insight learning  
 Enabling students to obtain knowledge, -  
 understanding, analysis and interpretation of  
 .sensation, perception and attention  
 in knowledge, Enabling students to obta -  
 understanding and interpretation of  
 .personality  
 :The skills objectives of the course- B  
 Analyzing the concepts contained in the -  
 . course  
 Gaining the skill of recognizing the -  
 theoretical and applied branches of  
 . psychology  
 . ychology schoolsEvaluates ps-  
 Using applications of learning theories in -  
 . school

.relationship to other sciences  
 Providing students with the ability to -  
 know the contributions of Muslim  
 scholars in the field of psychological  
 .studies  
 Students' awareness of the most -  
 important Western schools that  
 .al studiesfocused on psychologic  
 Introducing students to the concept of -  
 behavior and the physiological and  
 psychological foundations affecting  
 .human behavior  
 Students follow the processes that take -  
 place within humans (motivations,  
 emotions, sensations, perception, and  
 .(ionattent  
 Introducing students to learning as a -  
 means of obtaining knowledge and  
 .advancing civilization  
 Students' awareness of personality -  
 through knowing its concept,  
 characteristics, factors affecting it and  
 .its types  
 Students' appreciation for the role of -  
 psychology in understanding human  
 behavior in order to control and direct  
 .it

Teaching and learning strategies					
delivering or lecturing - errogation - scussion and problem solving - king students to visit the library and the international - ormation network				strategy	
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
			Enabling students	3	the first

<b>Class participation</b>	<b>Diction - -ogatiInterr on - Discussion</b>	<b>: General psychology Its origin, development, and concept Its objectives and .branches</b>	<b>: to Knowing how - general psychology .emerged Defining the basic - eral concepts of gen .psychology Statement of the - goals of general .psychology Distinguishing - the between theoretical and applied branches of .general psychology</b>		
<b>Class participation</b>	<b>Diction - - Discussion</b>	<b>The relationship of - psychology with . other sciences .Psychology schools - The role of Arab - and Muslim scholars in the field of .psychology</b>	<b>Enabling students : to Determine the - relationship of psychology with .other sciences Identifying the - most important schools of .psychology Understanding the - role of Arab and Muslim scholars in e field of th .psychology</b>	<b>3</b>	<b>he second</b>
<b>Writing short or research ' reports individually or lectively, col on the topic</b>	<b>- Discussion - Interrogati on Problem - Solving</b>	<b>the behavior - Factors influencing - behavior (genetics (and environment</b>	<b>Enabling students : to ify the Ident - concept of .behavior Analyzing the - factors that .influence behavior</b>	<b>3</b>	<b>the third</b>
<b>Daily exams</b>	<b>Diction - - Discussion - Interrogati on</b>	<b>Motives</b>	<b>Enabling students : to Understanding - the concept of motivation and its .functions Knowing the - measurement of .motivation Classification of - .types of motivation Give examples of -</b>	<b>3</b>	<b>he fourth</b>

<p><b>Writing short or research reports individually or collectively, on the topic</b></p>	<p>- Discussion - Interrogation Problem - Solving</p>	<p><b>Emotions</b></p>	<p><b>.motivations</b> Enabling students : to Understanding - the concept of .emotions Knowing the - characteristics of .emotions Understanding - the physiological changes that accompany .emotion Identifying the - most important theories that .explained emotion Realizing the - importance of .emotions Give examples of - .emotions</p>	<p>3</p>	<p><b>Fifth</b></p>
<p>Exam First month e</p>					<p><b>VI</b></p>
<p><b>Class participation</b></p>	<p>Diction - - Interrogation - Discussion</p>	<p><b>Learning</b></p>	<p>Enabling students : to Understanding - the concept of learning and its .conditions Knowing the - relationship between learning .and maturity Identifying the - types of learning</p>	<p>3</p>	<p><b>Seventh</b></p>
<p><b>Class participation</b></p>	<p>Diction - - Interrogation - Discussion</p>	<p>) Learning theories lov's classical Pav conditional learning ( theory</p>	<p>Enabling students :to Students' - understanding of the concepts of Pavlov's classical conditional learning theory Analyzing the - laws that explain the relationship between conditional and unconditional . stimuli</p>	<p>3</p>	<p><b>VIII</b></p>
			<p>Enabling students</p>	<p>3</p>	

Daily exams	Diction - - Interrogation - Discussion	Kohler's insight . learning theory	:to Students' - understanding of the concepts of foresight learning theory Analyzing the - laws that explain ordering learning acc . to foresight		Ninth
Class participation	Diction - - Interrogation Problem - Solving	Educational applications of learning theories	Enabling students :to Design a plan to - confront the educational and behavioral problems that he faces as a teacher in and the future develop appropriate . solutions to them	3	Tenth
Writing short or research reports individually or collectively, on the topic	Diction - - Interrogation - Discussion	Sensation, perception and attention	Enabling students :to Distinguishing - between the concepts of sensation, and perception a . attention Analysis of the - psychological and neurological foundations of sensation, perception, and . attention Classification of - . special sensations Analysis of the - factors affecting attention and its . distractions	3	eleventh
Daily exams	Diction - - Interrogation - Discussion	Personal	Enabling students :to Knowing the - concept of . personality Identifying the - factors affecting . personality	3	twelve

			<b>ysis of Anal - personality</b> <b>. characteristics</b> <b>Understanding -</b> <b>. personality types</b>		
<b>Second month exam</b>					<b>Thirteenth</b>
<b>Discussing individual and group research and reports</b>					<b>fourteenth</b>
<b>General Review</b>					<b>nthFiftee</b>
<b>Course evaluation</b>					
<b>Oral exams -</b> <b>Written exams -</b> <b>Performance tests -</b>					
<b>Learning and teaching resources</b>					
<b>Books related to basic education -</b> <b>Books related to education curricula -</b> <b>and courses</b>			<b>Required textbooks (methodology, if any</b>		
<b>Muhammad Shamsi, Abdul Amir -</b> <b>General Psychology (2011)</b> <b>Hindawi-Zaghoul, Imad and Ali Al-Al -</b> <b>Introduction to Psychology (2004)</b> <b>(1997) Abdel Khaleq, Ahmed Ahmed -</b> <b>Foundations of Psychology</b> <b>Other books -</b>			<b>References (sources Main</b>		
<b>Muhammad Shamsi, Abdul Amir -</b> <b>General Psychology (2011)</b> <b>Educational and psychological -</b> <b>research journals</b> <b>Psychological studies journals -</b>			<b>and Recommended supporting books</b> <b>(.....references (scientific journals, reports</b>		
<b>websites Benefit from educational</b> <b>related to course topics</b>			<b>Electronic references, Internet sites</b>		

## Course description form

General Physics : Course name	
Code Course	
BB04GP121	
24-Second 2023 : Year /Semester	
23/1/10 : description was prepared Date this	
In person : Available forms of attendance	
60 : (Number of study hours (total)/number of units (total	
hours / 4 units 125	
If more than one name is mentioned: ) Name of the course officer	
Professor Faryal Kazem Daoud	
<a href="mailto:csci13@uodiyala.edu.iq">csci13@uodiyala.edu.iq</a> : email (Daoud Prof. Dr. Faryal Kazem :Name	
Objectives Course	
<p>Introduction to physics and fundamental and derived quantities •</p> <p>Distinguishing between numerical and vector quantities. Identifying arithmetic •</p> <p>Adding and subtracting vectors and vector and numerical operations in a •</p> <p>Multiplication</p> <p>The student can analyze vectors and solve examples •</p> <p>Understanding the dynamics of movement on a straight line and Newton's laws of •</p> <p>motion, friction, and the coefficient of friction</p> <p>and the laws of work, energy and powerUnder •</p>	<p>Objectives of the</p> <p>study subject</p>

ve work, energy and capacity questions •

Teaching and learning strategies

ecture method •  
 errogation method •  
 nulation method •  
 scussion method •

**strategy**

Course structure

Evaluati on method	Learning method	Name of the unit or topic	Required learning outcomes	ho urs	the week
Written and oral performanc e tests	ecture • laboratory • scussion • mulation •	ic -Measurement - and derived units n of International Sy its	the student to ome familiar with sics and units of asurement d the international stem of units	6	
Written and oral performanc e tests	ecture • laboratory • scussion • mulation •	lar and vector antities	e student knows nerical and vector antities	6	
Written and oral perform ance tests	ecture • laboratory • scussion • Simulat ion •	air concept - Vectors ition and -Graphics traction ctors	understand vectors vector arithmetic erations		
Written and oral perform ance tests	ecture • laboratory • scussion • Simulatio •	t multiplication and ss multiplication	able The student will find dot and cross ultiplication		

	n				
Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• Discussion</li> <li>• Simulation</li> </ul>	Vector analysis	at the student knows w ctor analysis		
Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	ovement Dynamics of d static body	the student to derstand ovement Dynamics of d static body		
Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	ve examples of tion earity and plication ws of linear motion	solve The student mples of linear tion and apply ws of linear motion		
			st month exam		
Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	e fall amples of free fall	understands The stude e fall e student should ve examples of free l		
Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	Friction, its benefits and the coefficient of friction	know the meaning of tion, its benefits, and e coefficient of ction		
Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	Momentum	The student understands how momentum is conserved and describes the effect		



tests	n		of bodies colliding		
Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	Work and energy	the student to get to know laws of work and energy		
Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	Examples of work and energy	the student should know examples of work so as to be able to do it		
Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	Energy and its types	that the student knows what it is and solve examples of energy		
			second month exam		

### Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily reports, etc preparation, daily, oral, monthly, written exams, rep

### Learning and teaching resources

<ul style="list-style-type: none"> <li>• physics for the first grade, geology</li> <li>• physics for earth science students</li> <li>• physicists-General physics for non</li> </ul>	required textbooks (methodology, if any)
<ul style="list-style-type: none"> <li>• library</li> <li>• Internet</li> </ul>	main references (sources)
<ul style="list-style-type: none"> <li>• general physics books</li> <li>• scientific articles</li> <li>• scientific reports</li> </ul>	and supporting books and references Recommended (...scientific journals, reports)
<ul style="list-style-type: none"> <li>• Ab Physics Forum</li> <li>• educational physics website</li> </ul>	electronic references, Internet sites

### form Course description

: Course Name
abic
ode Course
BB04AL117
ear /Semester
24-The second 2023
escription was prepared Date this
23/1/10

: attendance Available forms of	
mandatory	
60 : (Number of study hours (total)/number of units (total	
hrs / 2 units 30	
if more than one name is mentioned): ) Name of the course officer	
Professor Faryal Kazem Daoud	
Ami- Al M.M. Ahmed Hussein :Name	
objectives Course	
<p><b>Cognitive objectives - A</b></p> <p><b>Knowledge and understanding - A</b></p> <p>students to obtain knowledge and understanding Enabling –A1          , passive subject , subject , predicate , subject ) of grammar          . ( predicate an and its sisters , noun was and its sisters</p> <p>students to obtain knowledge and understanding nablingE –A2          features and ) literary life in the era of early Islam ) of literature          the Farewell Pilgrimage sermon of the Holy ,( characteristics          the poem , ﷺ Prophet Muhammad , peace be upon          his life, critical commentary, ) : uhairBurdah by Ka'b bin Z          , Literary life in the Umayyad era , ( verses 10 memorization of          10 memorizing ) Jarir : first model , poetry of contradictions          ( verses 10 memorizing ) Farazdaq–Al : second model ,( verses</p> <p>obtain knowledge and Enabling students to - a3          orthographic, ) understanding in writing dictation          solar and , letters Arabic phonetic, and alphabetical order of          (' writing the bound ta' and the simple ta , lunar letters          . The skills objectives of the course - B</p> <p>. ratureSkills in lite - B1</p>	<p>ectives of the          dy subject          At the end          of the          academic          year, the          student will          :able to be</p>

. **topics Skills related to grammar –B2**

. **dictations Skills related to writing –B3**

**based goals–Emotional and value - C**

**To realize the importance of studying the subject and its -1 C**

. **life applications**

**of the doctrine He realizes the importance of the impact -2 C**

. **of monotheism in life**

**Teaching and learning strategies**

<p>ecture method •</p> <p>errogation method •</p> <p>nulation method •</p> <p>scussion method •</p>	<p>strategy</p>
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**Course structure**

<b>Evaluati on method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
<p>nd Writte ts oral rformanc</p>	<p>ture •</p> <p>boratory •</p> <p>scussion •</p> <p>nulation •</p>	<p><b>Grammar</b></p>	<p><b>Learn1.</b></p> <p><b>The rules of the Arabic language in ) grammar</b></p> <p>• subject</p> <p>• predicate</p> <p>• subject passive</p> <p>• subject noun was and its</p> <p>• sisters</p>	<p>2</p>	

			predicate an and its . ( sisters		
written and oral performance	<ul style="list-style-type: none"> <li>• literature</li> <li>• laboratory</li> <li>• discussion</li> <li>• formulation</li> </ul>	<b>Grammar</b>	<b>Learn2. •</b> <b>) Literature</b> <b>Asr in literary life</b> <b>( Islam Sadr</b> <b>And features</b> <b>), characteristics</b> <b>sermon</b> <b>argument</b> <b>To the Goodbye</b> <b>Messenger</b> <b>Generous</b> <b>□□□ Muhammad</b> <b>For Prada poem,</b> <b>: Zuhair son heel</b> <b>His life, (</b> <b>commentary</b> <b>We Cash</b> <b>10 memorize</b> <b>Life), verses</b> <b>in Literary</b> <b>, Umayyad era</b> <b>poetry</b> <b>, Contradictions</b> <b>Jarir: First model</b> <b>10 memorize(</b> <b>) verses</b> <b>Second</b> <b>-Al : model</b> <b>) Farazdaq</b> <b>memorize</b>	2	

			( verses 10		
Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	<b>Grammar</b>	<b>Learn3- Writing dictation : in Dictation Orthographic, • phonetic and alphabetical order of the . Arabic letters</b>	2	
Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	<b>Grammar</b>	<b>Solar and • lunar letters Writing the marbuta ta' and the simple 'ta</b>	2	4
Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	<b>literature</b>	<b>The rules to learn of the Arabic language in ) grammar ' subject ' atepredic passive ' subject noun ' subject was and its sisters predicate an ' .( and its sisters</b>	2	5
Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	<b>raturelite</b>	<b>Solar and • lunar letters iting the marbuta ' and the simple ta</b>	2	5

Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	turelit	<p><b>The rules to learn of the Arabic language in ) grammar</b></p> <p>• subject</p> <p>• predicate</p> <p>passive • subject</p> <p>noun • subject</p> <p>was and its sisters</p> <p>predicate an and •</p> <p>.( its sisters</p>	2	7
First month exam				2	3
Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	literature	<p><b>The rules to learn of the Arabic language in ) grammar</b></p> <p>• subject</p> <p>• predicate</p> <p>passive • subject</p> <p>noun • subject</p> <p>was and its sisters</p> <p>and predicate an •</p> <p>.( its sisters</p>	2	9
Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	Dictation	<p>to learn</p> <p>) Literature</p> <p>in literary life</p> <p>Islam Asr Sadr</p> <p>And features( characteristics sermon),</p> <p>argument</p> <p>To Goodbye the Messenger</p>	2	10

			<p><b>Generous</b>  □adMuhamm  poem, □□  For heel Prada  : ( Zuhair son  His life,  commentary  We Cash  10 memorize  Life), verses  in Literary  , Umayyad era  poetry  Contradiction  First model, s  ( Jarir:  10 memorize  ) verses  Second  -Al : model  ) Farazdaq  memorize  ( verses 10</p>		
Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	Dictation	<p>to learn  <b>Writing dictation</b>  : in Dictation  Orthographic, •  phonetic and  alphabetical  order of the  . Arabic letters</p>	2	1



Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	Dictation	<ul style="list-style-type: none"> <li>• Solar and lunar letters</li> <li>• Writing the marbuta ta' and the simple 'ta</li> </ul>	2	2
Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	Dictation	<ul style="list-style-type: none"> <li>• Solar and lunar letters</li> <li>• Writing the marbuta ' and the simple ta</li> </ul>	2	3
Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	literature	<ul style="list-style-type: none"> <li>• the rules of to learn Arabic language (subject) in grammar subject , predicate , passive subject</li> <li>• in was and its predicate an , sisters and its sisters</li> </ul>	2	4
Second month exam				2	5
Course evaluation					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily ,monthly, written exams, reports, etc preparation, daily, oral, mo					
Learning and teaching resources					
nothing			required textbooks (methodology, if any		
<ul style="list-style-type: none"> <li>• Explanation of the drop of dew</li> <li>• and the sound of echoes, by Ibn . Hisham</li> <li>• Wafi, Abbas -Nahw Al-Al</li> <li>• . Hassan</li> </ul>			main references (sources		
Books of ancient grammarians			recommended supporting books and references Recom		

<ul style="list-style-type: none"> <li>. Collector of Arabic lessons, ●</li> <li>. Ghalayini–Mustafa Al</li> <li>Journal of the Iraqi Scientific ●</li> <li>. Academy</li> </ul>	(...scientific journals, reports)
<ul style="list-style-type: none"> <li>. website Lisan Al Arab blog●</li> <li>. Comprehensive library●</li> <li>. Scientific Council website●</li> <li>. Fasih Network–Al ●</li> </ul>	ctronic references, Internet sites

### Course description form

Course Name
and principles Basic education principles
Code of Course
BB04BEP123
Year /Semester
cond/first
When the description was prepared Date this
23-10-01
Available attendance forms .A
mandatory
(Number of study hours (total)/number of units (total
units2 /hour 30

if more than one name is ) Name of the course administrator  
(mentioned

[sicsci33@uodiyala.edu.iq](mailto:sicsci33@uodiyala.edu.iq) :Name: Lecturer Randa Muthanna Radi Email  
[sicsci42@uodiyala.edu.iq](mailto:sicsci42@uodiyala.edu.iq) M.M. Yousry Khalaf Muhammad  
[uodiyala.edu.iqbasicsci43](mailto:uodiyala.edu.iqbasicsci43) M.M. Suzan Muhammad Hussein

### objectives Course

#### objectives of the cognitive study material –A

- general basic education Introducing students to
- that are important to recognize the main inp Providing students with the ability to
- sic education
- th the basic education systems in some Arab countries students Familiarizing
- the basic education systems in some foreign countries Introducing students
- sic education in Iraq Students learned about the educational problems facing
- dents’ awareness of the educational problems facing basic education and identifying
- em
- troducing students to the impact of educational problems on the educational process
- blemsStudents’ awareness of the causes of educational p

#### skills objectives - B

- analyze the concepts contained in the course
- principles of basic education, its inputs, and Providing the skill of recognizing
- ntifying its problems
- Arab and foreign countries Evaluating basic education systems
- pplying acquired concepts in basic education areas

### Teaching and learning strategies

- cture and presentation
- terrogation
- nulation
- scussion

### Course structure

Evaluation method	Learning hodmet	Name of the unit or topic	Required learning outcomes	hours	the week
Performance tests (oral and ) (written	tion - errogation - cussion- nulation -	Basic education - concept Basic education - goals Advantages of - basic education	Enabling students to become familiar with the concept of basic its -education objectives and features		first
Performance tests (oral and ) (written	tion - errogation - cussion- nulation -	Justifications for - basic education Characteristics of -	Enabling students to recognize the justifications for basic education, its		second

		basic education ation Basic educ - inputs	characteristics, and its main inputs		
Performance tests oral and ) (written	tion - errogation - cussion- ulation -	Basic education in - some Arab countries education in Basic - Jordan Basic education in - Algeria	Enabling students to become familiar with the basic education systems in some Arab countries		third
Performance tests oral and ) (written	tion - errogation - cussion- ulation -	tion in Basic educa - Egypt Basic education in - Yemen Basic education in - Morocco	Enabling students to become familiar with the basic education systems in some Arab countries		fourth
Performance tests oral and ) (written	tion - errogation - cussion- ulation -	Basic education in - Iraq Basic education in - the Kingdom of Bahrain	Enabling students to become familiar with the basic education systems in some Arab iescountr		h
Performance tests (Editorial)	First month exam				
Performance tests oral and ) (written	tion - errogation - cussion- ulation -	Basic education in - some foreign countries Basic education in - Indonesia Basic education in - Sweden	Enabling students to familiar with become the basic education systems in some foreign countries		enth
Performance tests oral and) (written	tion - errogation - cussion- ulation -	Basic education in - the United States of America Basic education in - Britain	Enabling students to become familiar with the basic education systems in some foreign countries		y
Performance tests oral and ) (written	tion - errogation - cussion- ulation -	Basic education in - Japan Basic education in - Germany	Enabling students to become familiar with the basic education systems in some foreign countries		th
Performance tests oral and ) (rittenw	tion - errogation - cussion- ulation -	Some educational - problems facing basic education in Iraq	Enabling students to recognize and identify some of the problems facing basic		e tenth

		<b>Failing - leakage -</b>	<b>education</b>		
<b>Performance tests (written and oral)</b>	<b>tion - errogation - cussion- ulation -</b>	<b>Absence - private teaching - The problem of - low educational level</b>	<b>Enabling students to identify some of the problems facing basic education and identify their causes</b>		<b>venth</b>
<b>Performance tests (Editorial)</b>	<b>Second month exam</b>				<b>lve</b>
<b>Course evaluation</b>					
<b>Oral exams - Written exams - Performance tests -</b>					
<b>Learning and teaching resources</b>					
Books related to basic education - related to education curricula Books r - and courses			<b>required textbooks (methodology, if any</b>		
In Comparative Education and International Education, Professor Dr. Musawi, 2004, The -Abdullah Hassan Al Modern World of Books			<b>ain references (sources</b>		
.Educational magazines - .Educational studies journals -			<b>Recommended supporting books and (...rnals, reportsreferences (scientific jou</b>		
Benefit from educational websites related to course topics			<b>ctronic references, Internet sites</b>		

## Course description

human biology :Subject

Course Name
human biology
Course Code
BB04HB122
Year /Semester
second/first
Description was prepared Date this
23-10-01
Available attendance forms .A
mandatory
(Number of study hours (total)/number of units (total
units 3 / 60
(If more than one name is mentioned) Name of the course administrator
(mentioned
naalqaysi@uodiyala.edu.iq :Name: Prof. Rana Hussein Nasser Email <a href="mailto:sicsci4@uodiyala.edu.iq">sicsci4@uodiyala.edu.iq</a> :M.M. Heba Jumaa Jaafar <a href="mailto:sicsci42@uodiyala.edu.iq">sicsci42@uodiyala.edu.iq</a> :M.M. Yusra Khalaf Muhammad <a href="mailto:sicsci33@uodiyala.edu.iq">sicsci33@uodiyala.edu.iq</a> :Lecturer Randa Muthanna Radhi
Course Objectives
<b>Cognitive objectives –A</b> <ul style="list-style-type: none"><li>• learn about human biology •</li><li>• show man's position in nature •</li><li>• know the human body systems •</li><li>• show the structures of the systems that make up the human body •</li><li>• draw the device structures •</li><li>• explain how these devices work •</li><li>• recognize the types of systems that make up the human body •</li><li>• systems that make up the human bodyTo mention the benefits of t •</li></ul>

Its objectives of the course –B

compare different devices and their work •

compare the functions of different devices •

explain in detail the parts of each device and its functions •

connection between the work of these devices with each other To mention the interc •

know the diseases that affect the various systems of the human body •

Goals based –Emotional and value –C

biology human to To be able to think and analyze topics related •

the laboratory performance and analyze topics related to practical to think To be able •

systems body's diseases that affect the human related to topics to think and analyze To be able •

to find the that a diseases to think and analyze topics related to finding treatments for To be able •

study various systems of the human

### Teaching and learning strategies

<ul style="list-style-type: none"> <li>• Lecture</li> <li>• Open discussion</li> <li>• Simulation</li> <li>• Laboratory</li> <li>• Education-Self</li> </ul>	<p>strategy</p>
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### Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Performance tests (oral / written)	<ul style="list-style-type: none"> <li>• Simulation</li> <li>• Laboratory</li> <li>• Discussion</li> <li>• Lecture</li> </ul>	Concept of human biology	Learn about human biology		first
Performance tests (oral / written)	<ul style="list-style-type: none"> <li>• Simulation</li> <li>• Laboratory</li> <li>• Discussion</li> <li>• Lecture</li> </ul>	Human body systems and their location and functions	student should know systems of the human body		second

performance tests (oral / written)	<ul style="list-style-type: none"> <li>simulation -</li> <li>operator -</li> <li>discussion -</li> <li>lecture -</li> </ul>	<ul style="list-style-type: none"> <li>metabolic system</li> <li>renal device</li> <li>peripheral device</li> <li>systems</li> </ul>	<ul style="list-style-type: none"> <li>that the student can</li> <li>show</li> <li>metabolic system</li> </ul>		third
performance tests (oral / written)	<ul style="list-style-type: none"> <li>simulation -</li> <li>operator -</li> <li>discussion -</li> <li>lecture -</li> </ul>	<ul style="list-style-type: none"> <li>parts of the digestive system</li> <li>glands attached to the digestive tract</li> </ul>	<ul style="list-style-type: none"> <li>student should be able to define</li> <li>digestive</li> </ul>		fourth
performance tests (oral / written)	<ul style="list-style-type: none"> <li>simulation -</li> <li>operator -</li> <li>discussion -</li> <li>lecture -</li> </ul>	<ul style="list-style-type: none"> <li>types of muscles in the human body</li> <li>smooth muscles-</li> <li>striated muscles-</li> <li>cardiac muscles-</li> </ul>	<ul style="list-style-type: none"> <li>that the student can</li> <li>show</li> <li>musculature</li> </ul>		fourth
performance tests (oral / written)		1st month exam			
performance tests (oral / written)	<ul style="list-style-type: none"> <li>simulation -</li> <li>operator -</li> <li>discussion -</li> <li>lecture -</li> </ul>	<ul style="list-style-type: none"> <li>respiratory system</li> <li>components</li> <li>trachea -</li> <li>bronchi -</li> <li>bronchioles -</li> <li>alveoli and its -</li> <li>components</li> <li>types -</li> </ul>	<ul style="list-style-type: none"> <li>student shows the</li> <li>respiratory system</li> <li>components and</li> <li>functions</li> </ul>		fifth
performance tests (oral / written)	<ul style="list-style-type: none"> <li>simulation -</li> <li>operator -</li> <li>discussion -</li> <li>lecture -</li> </ul>	<ul style="list-style-type: none"> <li>parts of breathing</li> <li>nose -</li> <li>pharynx -</li> <li>larynx -</li> <li>trachea -</li> <li>bronchioles -</li> <li>alveoli and -</li> <li>external breathing</li> </ul>	<ul style="list-style-type: none"> <li>that the student identifies</li> <li>important</li> <li>components</li> <li>of the respiratory system</li> <li>and its parts</li> </ul>		fifth
performance tests (oral / written)	<ul style="list-style-type: none"> <li>simulation -</li> <li>operator -</li> <li>discussion -</li> <li>lecture -</li> </ul>	<ul style="list-style-type: none"> <li>brain -</li> <li>spinal cord -</li> <li>cranial nerves -</li> <li>peripheral nerves -</li> </ul>	<ul style="list-style-type: none"> <li>that the student should be able to determine</li> <li>parts of the nervous system</li> </ul>		fifth
performance tests (oral / written)	<ul style="list-style-type: none"> <li>simulation -</li> <li>operator -</li> <li>discussion -</li> <li>lecture -</li> </ul>	<ul style="list-style-type: none"> <li>renal system</li> <li>kidney -</li> <li>ureter -</li> <li>bladder -</li> <li>urethra -</li> </ul>	<ul style="list-style-type: none"> <li>student should be able to enumerate</li> <li>parts of the urinary system</li> </ul>		tenth
performance tests (oral / written)	<ul style="list-style-type: none"> <li>simulation -</li> <li>operator -</li> <li>discussion -</li> </ul>	<ul style="list-style-type: none"> <li>atherosclerosis -</li> <li>hypertension -</li> <li>alcoholism -</li> <li>smoking -</li> </ul>	<ul style="list-style-type: none"> <li>that the student should be able to identify</li> <li>organic diseases that affect devices</li> <li>and their effects</li> </ul>		eleventh



	ure -				
formance tests al / written)		ond month exam			lve
Performance tests	ulation - porator - cussion - ure -	iew			rteen
oral / ) (written	ulation - porator - cussion - ure -	review			arteent
Performance tests	ulation - porator - cussion - ure	review			teenth

**Course evaluation**

- Oral exams -**
- Written exams -**
- Performance tests -**
- Research and reports -**

**sources Learning and teaching re**

ooks related to human biology - ooks on human anatomy and physiology -	quired textbooks (methodology, if any
rces - bsites -	in references (sources
nals on human anatomy and other Scientific ublished research	Recommended supporting books and (....references (scientific journals, reports
..	ctronic references, Internet sites

## Course description form

Name of the course/subject: human rights and democracy .1

Code .2

BB04HR115

24-year 2023 – year/first semester /Semester .3

Description was prepared: 3/25/2024 The date this .4

In person, two hours per week : Available forms of attendance .5

Units 3 - Hours 6 / (Number of study hours (total) / Number of units (total) .6

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

Family Clinic Name: A.M.D. Laith Abdel Sattar LA

[laithabd1977@gmail.com](mailto:laithabd1977@gmail.com)

**Objectives Course .8**

Producing the nature of human rights and \*  
democr  
Mechanisms for implementing human rights and \*  
Democracy in Arab countries  
Establishing the foundations and standards of \*  
Human rights and democracy

Objectives of the study subject

**Teaching and learning strategies .9**

Characteristics, 'Creating a general atmosphere to learn about the goals  
principles of human rights and democracy, as well as preparing a  
teacher who believes in applying human rights and democracy  
mechanisms

strategy

**Course structure .10**

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Theoretical lectures	Theoretical lectures	The first topic: - human rights in ancient times The second - topic: human rights and ancient Roman philosophy concept : The origin of democracy and third topic: The - Human rights in ancient Arab thought The fourth topic: - human rights in ancient and Islamic civilization types of democracy The fifth topic: - Human rights and the Magna Carta (the Great )	Definition of human rights democracy in ancient times		the first
Theoretical lectures	Theoretical lectures				the second
Theoretical lectures	Theoretical lectures		Producing human rights democracy in European countries		the third

Theoretical lectures	Theoretical lectures	(Covenant Section Six: The French and American Revolutions - Content environment democracy The first topic: - What are human rights The second - topic: the comprehensiveness of human rights The third topic: - human dignity and human rights democracy in Arab countries	Types of human rights and democracy	6	the fourth
Theoretical lectures	Theoretical lectures	The first topic: - What are human rights The second - topic: the comprehensiveness of human rights The third topic: - human dignity and human rights democracy in Arab countries	responsibilities characteristics human rights and democracy	6	Fifth
Theoretical lectures	Theoretical lectures	Section Four: - What are human responsibilities and obligations Section Five: - Characteristics of human rights Section Six: - Categories of rights Evolution Components and requirements democracy	Types of rights and democracy	6	VI
Theoretical reslectu	Theoretical lectures	The first topic: - The right to self determination for all peoples The second - topic: The obligations of the states emanating from the Covenant The third topic: - women and family rights Characteristics of a democratic system	Methods and methods	6	Seventh
Theoretical lectures	Theoretical lectures	The third topic: - women and family rights Characteristics of a democratic system Section Four: - Children's rights Section Five: -	systems S and methods	6	VIII

		<p><b>The right to life</b></p> <p><b>Section Six: -</b>  <b>Prohibition of torture and cruel treatment</b>  and Advantages  democracy components of</p> <p><b>Section Seven: -</b>  <b>Humane conditions of detention</b></p> <p><b>Section Eight: -</b>  <b>Freedom of movement</b>  <b>travel and return</b></p> <p><b>Section Nine: -</b>  <b>The right to respect for private life</b>  and Governance systems  the historical development  of democracy</p>			
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**Course evaluation .11**

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly and written exams, reports, etc. 15 first month exams 15 second month s 5 marks Participation and attendance 5 marks Preparation of a report 60 marks End of semester exam written exam

**Learning and teaching resources .12**

thing	required textbooks (methodology, if any
<p>Dulaimi, Human-Prof. Abbas Fadel Al-1  A Study in - Rights Thought and Practice  Positive and Islamic Thought, Central  .University of Diyala, 2013 - Press  Muhi, -D. Abdul Razzaq Rahim Salal Al-2  Human Rights in the Divine Religions,  Manarib for Publishing and -Dar Al  .Distribution, 2015  ein Jamil, Human Rights in the D. Huss-3  Arab World, Center for Arab Unity  .Lebanon, 1986 - Studies, Beirut  yati, Human -D. Rifaat Sabri Salman Al-4  ghts in the Constitutions of the Arab World  Comparative Analytical Study, Dar Al -  ebanon, 201 - Farabi, Beirut</p>	<p>ain references (sources</p>
<p>A. Nisreen Muhammad Abdo Hassouna, -1  Human Rights: Concept, Characteristics,  Classifications, and Sources, unpublished</p>	<p>Recommended supporting books and references  (...scientific journals, reports)</p>

<p>.master's thesis, Alaluka Network, 2015 y, translated by Muhammad Charles Till-2 Fadel Tabakh, Democracy, Arab Organization for Translation, Center for Lebanon, -Arab Unity Studies, Beirut .2010 D. Muhammad Mandour, Political -3 Democracy, Hindawi Foundation, United .Kingdom, 2017 Nahdet 'D. Sabry Saeed, Democracy-4 Misr for Printing, Publishing and .Distribution, Cairo, 2007</p>	
thing	ctronic references, Internet sites

## Course description

**Subject: cell science**

Course Name .13
ology
Code Course .14
BB04CL211
Year /Semester .15
rd/second
ion was prepareddescr Date this .16
23-10-01
Available attendance forms .A.17
mandatory
(Number of study hours (total)/number of units (total).18
0
if more than one name is ) Name of the course administrator .19
(mentioned
aalqaysi@uodiyala.edu.iq :Name: Prof. Rana Hussein Nasser Email
<a href="mailto:sicsci38@uodiyala.edu.iq">sicsci38@uodiyala.edu.iq</a> :Lecturer Muhammad Shaker Mahmoud
objectives Course .20

learn about cell science •

show the types of differences between cells and their locations •

1 about the work of each type of cellTo le •

ognitive objectives –A

know cell science •

explain the types of cells that make up the bodies of living organisms •

draw different types of cells •

explain the function of each organelle •

rpes of organelles according to function...etcTo recognize th •

lls objectives of the course –B

compare cell types •

explain in detail the general characteristics of each type of cell •

int and animal cells between To distinguish •

between the work of these devices with each otherTo mention the interconnecti •

know the diseases that affect the various systems of the human body •

sed goals–and value Emotional –C

ll science to think and analyze topics related to To be able •

the laboratory performance e topics related to practicalto think and analyz To be able •

Teaching and learning strategies .21

<p>ture •</p> <p>open discussion •</p> <p>nulation •</p> <p>laboratory •</p> <p>ucation-Self •</p>	<p>strategy</p>
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Course structure .22

Evaluation method	Learning method	Name of the unit or opict	Required learning outcomes	hours	the week
<p>formance tests al / written)</p>	<p>nulation - porator -  cussion - ure -</p>	<p>microscope and its - es</p>	<p>rief history of cell -1 ence ology relationship of cell ence to other sciences</p>		<p>first</p>

performance tests (oral / written)	<ul style="list-style-type: none"> <li>discussion -</li> <li>laboratory -</li> <li>lecture -</li> </ul>	how to use a microscope-	levels of organization -2 theory		second
performance tests (oral / written)	<ul style="list-style-type: none"> <li>discussion -</li> <li>laboratory -</li> <li>lecture -</li> </ul>	concept of - prokaryotic cell concept of eukaryotic - s	cell structure, cell size-3 cell shape Cell number types		third
performance tests (oral / written)	<ul style="list-style-type: none"> <li>discussion -</li> <li>laboratory -</li> <li>lecture -</li> </ul>	concept of the cell in - general form advantages And its relationship to - ecology	karyotic -4 prokaryotes/bacteria eukaryotic cells – Algae animals\plants\Protists		fourth
performance tests (oral / written)	<ul style="list-style-type: none"> <li>discussion -</li> <li>laboratory -</li> </ul>	importance of Cell- importance - advantages -	cellular contents-5 cytoplasmic \membrane cytoskeleton transport system/body state		fifth
performance tests (oral / written)	<ul style="list-style-type: none"> <li>discussion -</li> </ul>	plant cell and its - characteristics	1 The nucleus / cell-6		
performance tests (written / oral)	<ul style="list-style-type: none"> <li>discussion -</li> <li>laboratory -</li> <li>lecture -</li> </ul>	animal cell- importance - advantages -	centrioles/vacuoles-7		sixth
performance tests (oral / written)	<ul style="list-style-type: none"> <li>discussion -</li> <li>laboratory -</li> <li>lecture -</li> </ul>	animal cell- advantages - importance	organic ingredients-8 inside the cell proteins- carbohydrates- lipids- nucleic acids-		seventh
performance tests (oral / written)	<ul style="list-style-type: none"> <li>discussion -</li> <li>laboratory -</li> <li>lecture -</li> </ul>	cellular division - in living organisms	organic components-9 minerals - salts - Water- enzymes chromosomes-10		eighth
performance tests (oral / written)	<ul style="list-style-type: none"> <li>discussion -</li> <li>laboratory -</li> <li>lecture -</li> </ul>	mitotic phases - cellular in cells	11th month exam -11		ninth
performance tests (oral / written)	<ul style="list-style-type: none"> <li>discussion -</li> <li>laboratory -</li> <li>lecture -</li> </ul>				tenth



Performance tests (oral / written)	<ul style="list-style-type: none"> <li>Simulation -</li> <li>Laborator -</li> <li>Discussion -</li> <li>Exercise -</li> </ul>	<ul style="list-style-type: none"> <li>tributes of objects-stock used for</li> <li>heritance</li> <li>genetics experiments</li> </ul>	<ul style="list-style-type: none"> <li>l division-12</li> <li>osis</li> <li>iosis</li> </ul>		<ul style="list-style-type: none"> <li>ven</li> </ul>
Performance tests (oral / written)	<ul style="list-style-type: none"> <li>Simulation -</li> <li>Laborator -</li> <li>Discussion -</li> <li>Exercise -</li> </ul>	<ul style="list-style-type: none"> <li>components and -</li> <li>ir representation</li> <li>ts live form</li> </ul>	<ul style="list-style-type: none"> <li>s of sperm S-13</li> <li>mation</li> <li>d egg stages</li> </ul>		<ul style="list-style-type: none"> <li>elve</li> </ul>
Performance tests (oral / written)	<ul style="list-style-type: none"> <li>Discussion -</li> <li>Laborator -</li> <li>Exercise -</li> </ul>	<ul style="list-style-type: none"> <li>represent it in its live</li> <li>m</li> </ul>	<ul style="list-style-type: none"> <li>rief history of cell -14</li> <li>ence</li> <li>relationship of cell</li> <li>science science</li> <li>he other</li> </ul>		<ul style="list-style-type: none"> <li>rteen</li> </ul>
Performance tests (oral / written)		<ul style="list-style-type: none"> <li>ond month exam</li> </ul>	<ul style="list-style-type: none"> <li>ond month exam</li> </ul>		<ul style="list-style-type: none"> <li>rteen</li> </ul>
Performance tests (oral / written)		<ul style="list-style-type: none"> <li>m Comprehensive</li> </ul>	<ul style="list-style-type: none"> <li>mprehensive exam</li> </ul>		<ul style="list-style-type: none"> <li>een</li> </ul>

Course evaluation .23

- Oral exams -
- Written exams -
- Performance tests -
- Research and reports -

Learning and teaching resources .24

Books related to cell science -	Required textbooks (methodology, if any)
Resources - Websites -	Main references (source)
Scientific journals related to the cell and other published research	Recommended supporting books and (...references (scientific journals, reports
..	Electronic references, Internet sites

### on formCourse descripti

urse Name
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scription was prepared Date this
24 - .a
Available attendance forms .A
mandatory
(Number of study hours (total)/number of units (total

if more than one name is ) inistratorName of the course adm  
(mentioned

[lrikabi@gmail.com](mailto:lrikabi@gmail.com) : email ‘Name: Dr. Yasser Ismail Hamidal

objectives Course

students’ knowledge of the concept of computers  
computers importance of the Students’ knowledge of  
ntify the most important commonly used methods  
ovations and developments important Identify the most  
nputers in  
he sake of mastery and calculations learn about To  
ativity

ectives of the study subject

ning strategiesTeaching and lear

abling students to obtain knowledge and understanding of the concept of •  
nputers  
abling students to obtain knowledge and understanding of the concept of computer •  
grams  
ng of the concept of computer Enabling students to obtain knowledge and underst •  
e methods  
abling students to obtain knowledge and understanding of commonly used •  
nputer concepts  
abling students to obtain knowledge and understanding of the concept of •  
ersifying computers  
n knowledge and understanding of the concept of computer Enabling students to o •  
ovations and developments

Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
ss participation, ure preparation, xamsdai	a Lal A No, you wo k come cussion	n the program : Rose create a shortcut icon the program on the ktop desk	abling students  owing and erstanding the ire of	2	first

			computers, their uses, and the need for them		
Class participation, lecture preparation, daily exams	‘ meet To to interrogate to discuss ‘	e Identify the explain its interface components and file menu commands	abling students knowing and understanding the basic elements of computers	2	second
Class participation, lecture preparation, daily exams, and practical application	‘ meet To to interrogate to discuss ‘	ate a working page explain the main menu and its groups	abling students knowledge and understanding of appropriate software and operators influencing its selection, evaluation and follow	2	third
Class participation, lecture preparation, daily exams	‘ meet To to interrogate to discuss ‘	planationExplanation of portfolio and group paragraph	abling students to know understand concept of software and its advantages	2	fourth
Class participation, lecture preparation, daily exams and practical application	‘ meet To to interrogate to discuss ‘	planation of paragraph group and file group and an editing group	abling students to know understand concept of downloading programs	2	th
Class participation, lecture preparation, daily exams	‘ meet To to interrogate to discuss ‘	planation of the Page layout and Group tab out	abling students to know understand concept	2	
Class participation, lecture preparation, daily exams and practical application	‘ meet To to interrogate to discuss ‘	planation of page editing group and group background, paragraph, and arrangement group	abling students to know understand the concept editing	2	venth
Class	‘ etme To	planation of the view	abling	2	II

participation, lecture preparation, daily exams	to interrogate to ‘ discuss	document view oup, and group ow	students to know understand concept of programmed education		
Class participation, lecture preparation, daily and ‘exams practical application	‘ meet To to interrogate to ‘ discuss	planation of zoom d zoom group ndow and array of cro modules	abling students to learn learn by correspondence	2	nth
Class participation, lecture preparation, daily exams	‘ meet To to interrogate to ‘ discuss	planation of an insert and group of pages	abling students to know d understand computers and r types in heral	2	e tenth
Class participation, lecture preparation, daily And exams practice in applied	‘ meet To to interrogate to ‘ discuss	planation of the set tables	abling students to know understand concept of ware ersification	2	eistic
Class participation, lecture daily ‘preparation exams	‘ meet To to interrogate to ‘ discuss	planation of a group ustrations	abling students to know d understand areas of use computers	2	ond
Class participation, lecture preparation, daily And exams practice in applied	‘ meet To to interrogate to ‘ discuss	planation of a group nks	abling students to know understand skills of ng computers	2	third
Class participation, lecture preparation, daily exams	‘ meet To to interrogate to ‘ discuss	planation of the ader and footer group	abling students to know understand istical ograms	2	fourth
Class participation, lecture preparation, daily	‘ meet To to interrogate to ‘	planation of a set of and a set of mbols	abling students to know nd understand y to use	2	th

and exams practical application	discuss		revisions in computers		
<b>Course evaluation</b>					
out of 100 according to the tasks assigned to the student, such as Distribution of the grade o .daily preparation, daily, oral, monthly, written exams, reports, etc					
<b>Learning and teaching resources</b>					
Literature on prescribed computers The latest			Required textbooks (methodology, if y		
			Main references (sources		
			Recommended supporting books and references (scientific journals, (....reports		
			Electronic references, Internet sites		

## Course Description Form

Course Name : .1

General English/New Headway Plus (Beginner)					
Course Code : .2					
ID:BB04EL216					
Semester/ Year : second semester/2023-2024 .3					
Description Preparation Date: 15 weeks .4					
15 weeks					
Available Attendance Forms: .5					
New Headway Plus (Beginner) 1st class					
Number of Credit Hours (Total) / Number of Units (Total) .6					
15 hours a week/ 6 units					
Course administrator's name (mention all, if more than one name) .7					
Name: ashwaqabedul Mahdi Hussein Email:inst.ashwaq@gmail.com					
Course Objectives .8					
Course Objectives		<p>1-To make the students able to speak English fluently and to communicate with others. Also, to enable the students to master the skills of English language (listening, speaking, reading, writing)</p> <p>2-Using Headway will help the students to listen, talk, read and write correctly using English Language. Also, helping</p> <p>3-enable the students to watch videos of movies or plays to be able to discuss them after watching</p>			
Teaching and Learning Strategies .9					
Strategy		Using discussion and debate with the students and using communicative language teaching in presenting the material.			
Course Structure .10					
Week	Hours	Required Learning	Unit or subject	Learning	Evalu

		Outcomes	name	method	ation meth od
2-	2	ngHeadwaywill p the students to en, talk, read d write correctly ng English anguage. Also, ping students to tch videos of vies or plays to	ello mbers1-20 w are you?  Where I live -Prepositions People and Jobs -Irregular verbs - Times:Past simple <i>First Monthly Exam</i> -your world Countries numbers 11-30  Please and thank you -Shopping, food, and in a restaurant - <i>Second Monthly Exam</i> What's the matter? -Reading and writing	mmunicat approach	

#### Course Evaluation .11

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

#### Learning and Teaching Resources .12

quired textbooks (curricular books, if any)

1-New Headway Plus  
(Beginner)  
By John and Liz Soars  
2-Oxford University Press, 4th  
Edition, 2015. English Gram  
m ar In Use/Murph y / O  
xford University  
Press/ 2012.



in references (sources)	ernet Reading passes
Recommended books and references (scientific journals, reports...)	---
ctronic References, Websites	--

### Course description form

ology: Course name

Code Course	
BB04VI212	
Year /Semester	
24-First semester/2023	
Description was prepared Date this	
23/1/10	
: attendance Available forms of	
son lectures in the halls of the Science Department/College of -in Weekly Basic Education	
: (Number of study hours (total)/number of units (total	
urs 30	
liness .a	
if more than one name is ) Name of the course administrator (mentioned	
sicsci28@uodiyala.edu.iq : Amil -er Taha AlName: A.M.D. Tamara Am	
Objectives Course	
<p>roducing students to the science of viruses in terms of – A  position, structure, development, types of genetic material, methods of  oms resulting from infection with virusesinfection, and sym  erstands the mechanism of reproduction and the distinction –B  reproduction patterns of viruses between  gnostic methods Knows laboratory –C  is infection the mechanism of Understand –D  body’s defense mechanism against .munity to virusesExplains im –E  ection, and the mechanism of getting rid of the disease  vent, treat, and suggest vaccines Understands how to –F  al families (DNA virus families and RNA virus families Identify –G</p>	<p>Objectives of the study  ject</p>
and learning strategiesTeaching a	
<p>aching and learning methods  e lecture -A  erview and interrogation -B  scussion -C  egends  blackboard-  lored pens</p>	<p>strategy</p>

viceData show  
 ultures, photographers  
 Learning outcomes, teaching, learning and evaluation .1  
 methods  
 knowledge and understanding  
 knows the science of viruses -A1  
 knows viruses -A2  
 understands the mechanism of reproduction -A3  
 explains the methods of infection and transmission of -A4  
 uses  
 and He knows the methods of prevention and treatment -A5  
 knows the proposed vaccines  
 distinguish between families of DNA viruses and RNA -A6  
 uses  
 specific skills-Subject  
 know the types of viruses -B1  
 distinguish between the lytic cycle and the cycle that -B2  
 action generates lytic substances for viral reproduction  
 draw a diagram of the pathogenesis of viruses -B3  
 distinguish by drawing between enveloped and non -B4  
 enveloped viruses, such as DNA viruses and RNA viruses  
 thinking skills -  
 analytical thinking -C1  
 creative thinking and divergent thinking -C2  
 critical thinking -C3  
 innovative thinking -C4

**Course structure**

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
lecture, seminar, practical assignment	lecture	virology -1 naming viruses -2 genomes and genes of viruses -3 virus reproduction -4 virus transmission -5 host specificity+ end month exam -6 uses of laboratory -7	definition of virology, viruses, a historical overview, branches of microbiology explaining the naming and classification of viruses producing the shapes and sizes of viruses + distinguishing between types of DNA mechanism of reproduction and the distinction between reproductive cycles		first week1- second week2- third week3- fourth week4- fifth week5- sixth week6- seventh 7- k eighth week8- ninth week9- tenth week10-

	<p>gnosis immunity to viruses + -8 immune response to A viruses</p> <p>Vaccination + types-9 Herpes viruses DNA families -10</p> <p>Second month exam -11</p> <p>Implementing viral -12 families</p> <p>DNA viral families -13</p>	<p>Showing the ways and means -5 transportation the occurrence of pathogenicity</p> <p>First month exam -6 Knowledge of laboratory -7 Diagnosis of viruses Showing the types of defense -8 Mechanisms of the body against viruses + defining the response Innate and a viral infection</p> <p>Explaining the types of -9 defenses against viruses</p> <p>Producing the RNA families-10</p> <p>Second month exam -11</p> <p>Implementing viral -12 families</p> <p>Identification of RNA viral -13 families How it infects the cell and reproduces</p>	<p>first week11- second 12- week</p> <p>third week13- fourth 14- week</p> <p>fifth week15-</p>
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### Course evaluation

the student, such as Distribution of the grade out of 100 according to the tasks assigned to  
 /daily preparation, daily, oral, monthly, written exams, reports, etc

Oral exams -1  
 Daily exams -2  
 Monthly exams -3  
 Daily preparation -4  
 Intellectual questions to discuss the scientific material for each lecture -5  
 Assignments based on lecture material Encouraging scientific competition -6

### Learning and teaching resources

<p>Basics of virology -1 General virology -2</p>	<p>Required textbooks (methodology, if any)</p>
<p>Basics of virology -1 General virology -2 Human virology -3 Principles of molecular biology -4 Medical microbiology /2023 -5 Principle of virology /5th -6</p>	<p>Main references (sources)</p>

dition/Kindle Edition	
Magazine periodicals virus, medical virology, molecular biology	Recommended supporting books and (....references (scientific journals, reports
Wikipedia, Pub med, Pubilon	ences, Internet sitesElectronic re

### of the course description Growth

<b>Course Name</b>
Issues and embryos
<b>Course Code</b>
CBB04HE221
<b>Semester/year</b>
II
<b>Date this description was prepared</b>
23-10-01
<b>Available attendance forms</b>
<b>Mandatory Is</b>
(Number of study hours (total)/number of units (total
theoretical 2 practical weekly number of units 3 3
<b>Name of the course administrator (if more than one name is (mentioned</b>
<b>Contact Names</b>
<a href="mailto:na.abdalrazaq86@gmail.com">na.abdalrazaq86@gmail.com</a> M. Dr.. Dina Abdalrazaq
<a href="mailto:sicsci39@uodiyala.edu.iq">sicsci39@uodiyala.edu.iq</a> M. M. Duha Yahya Muhammad

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<b>objectives Course</b>
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<p>stand the The goal of descriptive histology is to und          croscopic structure of tissues          d how to organize it. Descriptive histology is And the organs          scribing a structure with It deals the branch of histology that          l the function of cells, tissues and organs, using microscopic          hniques          t relat          s important to understand normal and abnormal          velopment, function and repair of tissues          d the organs. Tissue study helps          scriptive in determining the causes of diseases, understanding          their development, and determining appropriate treatmen          s also essential for training medical students, researchers and          ctors in the field of medicine  <u>gnoses</u> he <u>Clinical histology study</u> from <u>The main objective</u>  <u>sues</u> Determine its nature and extent of its impact <u>of illnesses</u>          the body <u>and organs</u>  <u>Clinical histology</u> Study helps          r medical <u>Appropriate treatment</u> determining          d <u>Treatment success</u> condition and evaluation          termine the extent of its effect on tissues  <u>derstanding the</u> helps And the organs. It also  <u>eases and determining mechanisms of evolution</u>  <u>and developing new treatments</u> Influencing it <u>factors</u></p>	<p>bjectives of the          idy subject</p>
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<b>ng and learning strategiesTeachi</b>
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<p>cturer -          scussion -          mulation -          terrogation -          laboratory method -</p>	<p>e          rategy</p>
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<b>Course structure</b>
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Evalua tion method	Learnin g method	Required learning outcomes	Name of the unit or topic	hours	the week

<p>ntinuous endar rticipati) n Reports uties teraction</p>	<p>r modified cture cussion</p>	<p>ence that deals with the dy of tissues</p>	<p>igin, nition and ions of s stology</p>		
<p>alendar ntinuous rticipati) n Reports uties teraction</p>	<p>ussion l estions</p>	<p>ked <u>cells</u> she weaves The gether t cells in a tissue are not ntical, although they rk together to omplish specific nctions r example, muscle tissue tains muscle cells whose traction causes muscle vement. Muscle tissue o contains ve cells, too, which send als to tell the muscles en hould contract or pand. Therefore ntains a sample of tissue ken for examination der a microscope psy) on many types of ) ls, though at the doctor may be erested in a type t one</p>	<p>mary cell d tissue</p>		
<p>Continu ous alendar particip) - ation</p>	<p>scussion d the estions</p>	<p>thelium, or ‘ Epithelium er ithelium is a group of ls ey join together to cover e of the body parts epithelial Belongs to sue ernal coverage for mbers d glandular tissue. The thelium lies above the</p>	<p>ithelial sue</p>		

		connective tissue			
<b>Reports Duties- -</b>		simple epithelial tissue and the vehicle	classification epithelial issues		
<b>interacti (on</b>	ture modified discussion -	tection, absorption and cretion nsory reproduction	ithelial ue nctions		
<b>Continu ous calendar particip) - ation</b>	discussion l squest	ls and fibers are the sic substance	connective sue		
			am of the onth e first		
<b>interacti (on</b>	discussion d the estions	artilage is one of the uctures uctural important in the human body, which plays ajor role in many portant vitality Of jobs e body	artilage		
<b>Continu ous calendar particip) - ation</b>	discussion d the estions	pecial connective tissue	he bone -		
<b>Reports Duties- -</b>	discussion d the estions	pecial connective tissue	ood, lymph l matopoietic sue		
<b>interacti (on</b>	discussion d the estions	e main component of rves	vous tissueN		
<b>Continu ous calendar particip)</b>	discussion d the estions	man morphology cludes research into the dy of body structure th its human regard	orphology in mans		



– ation		velopment d its function is through ence atomy and Human bryology d histology			
Reports Duties- -	Discussion d the estions	ge , division Cleavage e fertilized egg produces s a several divisions oup of cells own as falajat and it ntinues onsists to that Divisions a mass of cells known as ith germ mass	eliage		
interacti (on	Discussion d the estions	e . Ectoderm dodermis e . Mesoderm dodermis ndoderm	er -Three mposition		
Continu ous calendar particip) – ation	Discussion d the estions	netics, environment and rmones	ncing Inf ctors  nformation		
			cond month am		

#### Course evaluation

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

The theoretical + daily exam score = 25

Practical exam score = 15

Final theoretical exam score = 40

Final practical exam score = 20

Final grade = 100

#### teaching resources Learning and

mbryology Histology Professor Dr. Nahla Al  
kri

quired textbooks  
ethodology, if any)

<b>ology and Embryology Assistant Professor Dr. Ijdan Bashir</b>	
<b>rk B. Normal bone anatomy and physiology. Clin J Am SocNephrol. 2008;3 ppl Suppl 3):S131-9.</b> <b>rssens J, Dequeker J, Mbuyi-Muamba I. Bone tissue composition: biochemical anatomy of bone. ClinRheumatol. 1994;13 ppl 1:54-62.</b>	<b>ain references (sources</b>
	<b>Recommended supporting books and references (...scientific journals, reports)</b>
	<b>ctronic references, Internet es</b>

### of the course description Growth

<b>vertebrate science : Course name</b>
<b>de Course</b>
<b>BB04IV222</b>
<b>24-2023/ year /semester</b>
<b>10/1/2023 description was prepared The date this</b>
<b>are mandatory ndanceavailable forms of atte A</b>
<b>hours 60 (Number of study hours (total)/number of units (total</b>

**if more than one name is ) Name of the course administrator (mentioned**

sicsci41@uodiyala.edu.iq : email Name: Eng. Israa Tariq Akulal

**objectives Course**

Definition of invertebrates –1  
 Explain the importance of invertebrates and their benefits –2  
 To recognize the harm caused by invertebrates to humans –3  
 and other organisms

**Teaching and learning strategies**

material to students, many teaching strategies were To present  
 ed, including strategy  
 cture method -  
 ethod of interrogation -  
 nulation method -  
 scussion method -  
 boratory method -

**Course structure**

Evaluation method	Learning method	r topicName of the unit o	Required learning outcomes	hours	the week
Tests Editorial) Oral the performance	Laboratory-lecture-iscussionD-Simulation-	The importance of invertebrates, their benefits and harms Important of invertebrates & Benefits	For the student to know the importance of invertebrates, their benefits and harms	2	the first
Tests Editorial) Oral the (ormanceperf	Laboratory-Simulation-Laboratory-Discussion-	Elementary Division PROTOZOA	The student should demonstrate the characteristics of the primary division	2	the second
Tests Editorial) Oral the (performance	Laboratory-Simulation-Discussion-lecture-	Class dinoflagellates Flagellata Classification of polyps Sarcodina	The student should know the class of dinoflagellates and the class of cnidarians	2	the third
Tests Editorial) Oral the (performance	Laboratory-Simulation-Discussion-lecture-	Class of spores Sporpzoa Ciliates Cillia	The student will be able to differentiate between the species of sporites	2	the fourth

			and ciliates		
Tests Oral) Editorial the (performance	Laboratory-Simulation-Discussion-lecture-	(Sponges (pores Porifera	The student will be able to define the phylum Sponges	2	Fifth
Tests the ) performance Oral (editorial	Laboratory-Simulation-Discussion-lecture-	rays-Six-1 Hexactinellida Demospongia	The student should differentiate between the hexapod species and the demospongia species	2	VI
Tests the ) performance Oral (editorial	Simulation-Discussion-lecture-Laboratory-	Cnidaria division Cnidaria	The student should explain the most important characteristics of the cnidarian division	2	Seventh
Tests Oral) Editorial the (performance		First month exam		2	VIII
Tests Oral) Editorial the (performance	Simulation Discussion laboratoryL lecture	Aquatic class Hydrozoa	The student identifies the most prominent characteristics of aquatic species	2	Ninth
Tests Oral) Editorial the (performance	Simulation Laboratory Discussion lecture	Division of flatworms Platyhelminthes	The student will be able to identify the characteristics of the phylum Flatworms	2	The tenth

### Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc

Class	Grade distribution
25	Monthly theoretical daily + exam score exam
15	degree of practicality
40	Final theoretical exam score

	<b>20</b>	<b>Final practical exam score</b>
	<b>100</b>	<b>The final grade</b>

### **Learning and teaching resources**

	<b>Required textbooks (methodology, if any)</b>
<b>Books on invertebra-</b>	<b>Main references (sources)</b>
<b>Books on microbiology-</b>	<b>Recommended supporting books and</b>
	<b>(....references (scientific journals, reports</b>
	<b>ctronic references, Internet sites</b>

## of the course description Growth

Course Name .13					
<b>biochemistry</b>					
Code Course .14					
BB04BC223					
Year /terSemester .15					
Fourth/second					
Description was prepared Date this .16					
<b>2024-For the academic year 2023</b>					
Available attendance forms .A.17					
Mandatory					
(Number of study hours (total)/number of units (total).18					
<b>hours 30</b>					
Name is if more than one) Name of the course administrator .19					
(mentioned					
Name: <b>Dr. Muthanna Saeed Ali</b>					
Email: <b>alicsci18@uodiyala.edu.iq</b>					
Course Objectives .20					
Teaching students what sugars <ul style="list-style-type: none"> <li>•</li> </ul>		Objectives of the study subject			
Teaching students what <ul style="list-style-type: none"> <li>•</li> </ul> proteins are					
Teaching students what fats <ul style="list-style-type: none"> <li>•</li> </ul>					
Teaching and learning strategies .21					
Series of lectures to teach students what carbohydrates, fats, proteins, and nucleic acids are					Strategy
Course structure .22					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week

<p>Tests written ) (and oral performance</p>	<p>Lectures</p>	<p><b>Introduction to biochemistry</b></p> <p><b>Carbohydrates</b></p> <p><b>Naming carbohydrates</b></p> <p><b>Classification of carbohydrates</b></p> <p><b>Monosaccharides</b></p> <p><b>Optical stereoisomers in carbohydrates</b></p> <p><b>Fisher projections in drawing monocarbohydrates</b></p> <p><b>Haworth projections in drawing monocyclic m carbohydrates</b></p> <p><b>Oligosaccharides</b></p> <p><b>Types of oligosaccharides</b></p>	<p>The student should know</p> <p><b>carbohydrates</b></p> <p><b>insProte</b></p> <p><b>Fats</b></p> <p><b>Nucleic acids</b></p>	<p>first</p> <p>cond</p> <p>third</p> <p>urth</p> <p>th</p> <p>venth</p> <p>II</p> <p>nth</p>
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		<b>Essential fatty acids</b> <b>Simple fats</b> <b>The rancidity</b> <b>Complex fats</b> <b>Phosphorous lipids</b> <b>Glycolytic fats</b> <b>Sphingolic fats</b>			
<b>Final evaluation</b> Cours .23					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation and daily, oral, monthly, and written exams					
<b>Learning and teaching resources</b> .24					
<b>Principles of biochemistry</b> David L. Nelson		Required textbooks (methodology, if any			
Biochemistry Dr. Tariq Younis		Main references (sources			
		Recommended supporting books and (...references (scientific journals, reports			
		Electronic references, Internet sites			

## Course description form

<b>Course Name</b>
Phorus is a plantPho
<b>Code of Course</b>
BB04HP224
<b>Year /Semester</b>

arterly					
Description was prepared Date this					
24/20/3					
: attendance Available forms of					
/ presence					
: (Number of study hours (total)/number of units (total					
hours, number of units: 2 30					
If more than one name is ) e of the course administratorNam					
(mentioned					
sicsci2@gmail.com Amiel- Al Name: A.M. Khamayel Ali Karim					
Objectives Course					
Producing students to what			Objectives of the study subject		
Plant physiology is					
for definition. The					
Biological functions of phy					
nts					
Teaching and learning strategies					
Using data show to present scientific material					strategy
Use the blackboard and colored pens to explain the scientific					
material					
Use process models and illustrations					
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Conduct a monthly test	theoretical lectures hours and 2	Definition of plant organelles	Definition of plant		
Conduct a monthly test	hours 2 practical	Identify the types	Membrane diffusion		
	theoretical	solutions	and osmotic fluids		
	lectures				
	hours and 2				
Conduct a	hours 2 practical		ating and		
			pressure		

Monthly test		Inhibition and factors	Inflammatory		
Conduct a monthly test	Theoretical lectures 2 hours and 2 hours 2 practical	Influential			
Conduct a monthly test		Diagnosis and the endocrine system	Plasma and its types		
	Theoretical lectures 2 hours and 2 hours 2 practical	Transpiration and water distribution	Growth regulators		
Conduct a monthly test			Plant tissue culture		
	Theoretical lectures 2 hours and 2 hours 2 practical	Osmotic pressure			
Conduct a monthly test			Stomach		
Conduct a monthly test			Stomach		
	Theoretical lectures 2 hours and 2 hours 2 practical	Permeability	Photosynthesis		
Conduct a monthly test			Tears and delivery		
	2 hours 2 theoretical lectures and 2 hours 2 practical				
	Theoretical Th lectures 2 hours, 2 hours practical lectures				

Course evaluation .25

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written exams, reports, etc

Learning and teaching resources .26	
Book of theoretical and practical psychology	(methodology, if any) Required textbooks
Book of theoretical and practical psychology	Main references (sources)
Book of theoretical and practical psychology	Recommended supporting books and (...references (scientific journals, reports
Wikipedia website	Electronic references, Internet sites

### Course description form

Course Name	
Educational statistics	
Code Course	
BB04ES225	
Year /Semester	
Courses	
Description was prepared Date this	
2024 -2023	
Forms Available attendance .A	
Mandatory	
(Number of study hours (total)/number of units (total	
Year/2 .a	
If more than one name is ) Name of the course administrator (mentioned	
Amiel - Name: Dr. Tawfiq Qadouri Muhammad Al od20132013@gmail.com	
Objectives Course	
Using statistical methods used in educational and psychological	of the study subject Objectiv

sciences					
Teaching and learning strategies					
lectures -					strategy
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Daily tests	lecture	Introduction to statistics	Be familiar with statistics	2	the first
Daily tests	lecture	Descriptive And statistics inferential statistics	Be able to use appropriate statistical methods in statistical analysis	2	the second
Daily tests	lecture	Samples		2	the third
Daily tests	lecture	Tigray distribution		2	the fourth
Daily tests	lecture	Bullish and bearish cluster		2	Fifth
Daily tests	lecture	Measures of central tendency		2	VI
Daily tests	lecture	SMA		2	Seventh
Daily tests	lecture	The mediator and the mode		2	VIII
Tests monthly	lecture	course exam-Mid		2	Ninth
Daily tests	lecture	Correlation coefficients, their importance, and Pearson correlation coefficient		2	The tenth
Daily tests	lecture	Spearman elation corr coefficient		2	eleventh
Daily tests	lecture	Models and		2	twelveth

		solutions			
Daily tests	lecture	Models and solutions		2	Thirteenth
Daily tests	lecture	Models and solutions		2	fourteenth
test Monthly	lecture	Postponed exam		2	Fifteenth
<b>Course evaluation</b>					
%30 Annual pursuit %70 final					
<b>Learning and teaching resources</b>					
thing			required textbooks (methodology, if any		
			in references (sources		
Munizel / -lah AlAbdullah Fa Educational Statistics			Recommended supporting books and (....references (scientific journals, reports		
			ctronic references, Internet sites		

### Course description form

Course Name
educational psychology
Course Code
BB04PC226
semester/year
24-2023
date this description was prepared
24/17/3
attendance forms Available
mandatory

(Number of study hours (total)/number of units (total)						
(Name of the course administrator (if more than one name is mentioned						
sicsci43@uodiyala.edu.iq :Name: Suzan Muhammad Hussein Saleh: Email						
Course objectives						
<p>Understanding the phenomena of learning and teaching, the factors affecting them, and interpreting the outcomes of events that permeate the relationship between learning and . teaching and between the teacher and the learner</p> <p>Increasing the teacher's ability to see remotely what educational changes are occurring among students and plan to . meet his expectations of changes in educational events</p> <p>Organizing, formulating, using and applying knowledge in .educational situations</p>					<p>Objectives of O study ject</p>	
Teaching and learning strategies						
<p>Brainstorming - interrogation - discussion - Modified lecture Motivational questions</p>					<p>strategy</p>	
Course structure						
<b>Method</b>	<b>Evaluation m</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
Continuous evaluation ( - participation ) ( - duties - reports ( interaction		Modified - lecture discussion	definition The educational psychology the importance of psychology educational objectives of psychology educational psychology relationship	Knows the concept of educational psychology Shows the importance of educational psychology Defines the goals of	3	1

		educational science otherT	educational psychology Distinguish between the theoretical and practical goals of educational psychology It determines the mechanism for transferring theoretical knowledge to the applied aspect the within school classroom		
Continuous evaluation - daily exam ) reports - participation - assignments - ( interaction	Discussi - on brainstor ming	ersonal characteristics teacher Desired psychological characteristics physical characteristics mental characteristics social characteristics psychology function educational	Determines desirable teacher personality characteristi cs Lists the functions of educational psychology	3	2
Continuous evaluation - participation ) - duties - reports ( interaction	Discussi - on modified lecture	erpretation of the educational rocess e educational ocess and educational	Explains the importance of the aspects of the effectiveness of the	3	3



		psychology emes of the effectiveness of the educational process	educational process Recognizes the factors affecting the effectiveness of the educational process		
Continuous evaluation - surprise test ) reports - participation - assignments - ( interaction	Discussi - on modified lecture	efinition of motivation e educational nctions of motivation citative function ticipatory - nction - function Motivation nitive or disciplinary function	ws Kno motivation Shows the relationship between motivation and learning Defines the educational functions of motivation	3	4
Continuous evaluation - participation ) - duties - reports ( interaction	Discussi – on brainstor ming	ategies to idents' stimulate otivation towards earning	Apply strategies to stimulate motivation in the school classroom	3	5
Continuous evaluation - participation ) - duties - reports ( interaction	Discussi – on brainstor ming	efinition of emory e importance of udying memory	Knows the concept of memory Explains how memory works Shows the importance of studying memory Compares ntial seque and parallel processing	3	6

			strategies		
<b>) Formative calendar ( written exam</b>	<b>First month exam</b>			3	7
Continuous evaluation - ipationpartic ) - duties - reports ( interaction	Brainstor - ming Motivati onal questions	ntemporary rspectives on the erpretation of emory And its models gnitive point of havioral - view point of view stalt point of view	Enumerates the types of memory Explains the relationship between memory and . learning Shows the most important contemporar y theories that explain memory Explains the mechanism of memory according to cognitive theory Explains the mechanism ry of memo according to behavioral theory	3	8
Continuous evaluation - surprise exam ) reports - participation - assignments - ( interaction	Brainstor - ming Motivati onal questions	emory mechanisms ctors affecting remembering the re process ays to improve e process emory	Discusses how memory works Shows the most important factors affecting the rememberin g process Determines	3	9

			the most important ways to improve the remembering process		
Continuous evaluation - surprise exam ) reports - participation - assignments - ( interaction	Brainstorming Motivational questions	uses of forgetfulness theory of interpretation ( ) Forgetting interference active palming off and dimensional interference ( progressive palm )	Knows the concept of forgetting Explains the mechanism of forgetting through interference theory Identify the most important factors affecting forgetting	3	10
Continuous evaluation - participation ) - duties - reports ( interaction	Brainstorming Motivational questions	the importance of studying after transmission training definition of transmission training	Known as transfer after training Explains the importance of studying the transfer of training	3	11
Continuous evaluation - participation ) - duties - reports ( interaction	Problem solving discussion	transmission after dimensions training theories of transmission following training	Shows the dimensions of transfer following training Compares theories of transmission of the training effect Designs educational	3	12

			situations that facilitate the transfer of the training ) effect .( learning		
Continuous evaluation - surprise exam ) reports - participation - assignments - ( interaction	Problem - solving discussion	definition of feedback dimensions of feedback types of feedback	Knows feedback Shows the dimensions of feedback Defines types of feedback	3	13
Continuous evaluation - surprise exam ) reports - participation - assignments - ( interaction	Brainstorming - generating questions	definition of learning conditions for good learning and acquisition motor - language skills	Knows learning Explains the conditions for good learning Explains the impact of learning on language acquisition and motor skills	3	14
Continuous evaluation - surprise exam ) reports - participation - assignments - ( interaction	Problem - solving discussion	learning theories and laws Discover and learn Learning curves	Explains the most important learning theories and laws Explains the relationship between discovery and learning Skill graph for different	3	15

			learning curves		
) Formative calendar ( written exam	Second month exam			3	16
Course evaluation					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as .reports, etc ‘daily preparation, daily, oral, monthly, written exams					
Learning and teaching resources					
			quired textbooks (methodology, if y		
Azergawi, founders -Fadel Mohsen Al of educational psychology Zaghloul, -Imad Abdul Rahim Al Principles of Educational Psychology u Hatab, Dictionary of Fouad Ab Psychology and Education Saleh Muhammad Ali Abu Jado, nd edition2 ‘Educational Psychology Mahmoud Abdel Halim Mansi, Introduction to Educational Psychology at Jaradat, Introduction to lucation			ain references (sources		
It is recommended to conduct some research, theses, and theses related to the vocabulary . of the subject			Recommended supporting books ferences (scientific journals, and re (...reports		
learning lectures -University of Babylon website through the e iceserv <a href="http://repository.uobabylon.edu.iq/elearning/elearning2012.aspx">http://repository.uobabylon.edu.iq/elearning/elearning2012.aspx</a> Website of the College of Basic Education, University of Diyala <a href="http://www.basicedu.uodiyala.edu.iq">/http://www.basicedu.uodiyala.edu.iq</a> Iraqi academic journals website <a href="http://www.iasj.net/iasj">tp://www.iasj.net/iasj</a>			ctronic references, Internet sites		

## Course description form

<b>Course Name</b>	
Research methodology Education	
<b>Code of Course</b>	
BB04EC317	
<b>Year /Semester</b>	
Year first / 2023	
<b>Description was prepared Date this</b>	
23/1/10	
<b>Available attendance forms .A</b>	
Mandatory	
<b>(Number of study hours (total)/number of units (total</b>	
Hours 45 Units 2	
<b>If more than one name is ) the course administrator Name of (mentioned</b>	
Email: yamils35@uodiyala.edu.iq : Yamil Name: M.D. Najat Hamdi Abdullah Al	
<b>Objectives Course</b>	
<b>Cognitive objectives –A</b> Enabling students to obtain --A1 of the deep understanding knowledge and research methodology Enabling students to obtain –A2 of the knowledge and understanding	<b>Objectives of the study subject</b>    

types of research methods  
 Students were taught how to apply –A3  
 research methods to societal problems  
 Enabling students to obtain –A4  
 of the nd understandingknowledge a  
 principles and steps of scientific research  
 bling students to obtain knowledge –A5  
 pply the action and understanding  
 earch method  
 .the course of objectives skill The – B  
 Analyze the steps of writing a – B1  
 arch methoddescriptive rese  
 the descriptive method Compares –B2  
 and the experimental method  
 Apply the steps of scientific research –3 B  
 on the ground  
 ormation by writing reports Collects –B4  
 research methods  
 Emotional and value goals –C  
 the concept To explain and analyze –C1  
 of research methodology  
 Compares the scientific method in –C2  
 descriptive research with the  
 experimental method  
 Evaluates some problems that used –C3  
 the descriptive and experimental method

**Teaching and learning strategies**

elivering or lecturingD –1 Question and answer –2 scussion–3	strategy
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**Course structure**

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Daily exams	Diction –1	Definition of –1	Enabling –1	3	.1

	Discussion -2	the research methodology	students to know the most prominent definitions of research methodology		
Write a paper on the topic	Discussion and questioning	Types of scientific research method	Enabling -2 students to understand the reasons for the many definitions of the research method	3	.2
Class participation	Discussion and questioning	The research problem and its hypotheses	Introducing -3 students to the most important that deal sources with research methods	3	.3
Daily exams	Discussion lectures	Steps for writing a research paper	Enabling 4 students to analyze types of scientific ulacurric	3	.4
Select a problem and write its steps by the student himself	Problem Solving	Applying the steps of scientific research	Introducing 5 students to the benefits of scientific research in practical life	3	.5
Oral questions	Discussion and questioning	Search variables		3	.6
Write a paper on the topic	Discussion and questioning	Sources of problem selection		3	.7



First month exam	First month exam	First month exam		3	.8
Class participation	discussion	Types of resquestionnai		3	.9
Write a summary of the topic	Discussion	Libraries and scientific research		3	.10
Daily exam	Presentation discussion and	Types of research hypotheses		3	.11
Write a on the paper topic	Presentation discussion and	Data collection tools		3	.12
Daily exam	Discussion And interrogation	Types of tests		3	.13
Write a paper on the topic	Discussion and presentation	Proposed research plan		3	.14
Second month exam	Second month exam	Second month exam		3	.15
					.16

### Course evaluation

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

Class	Grade distribution
40	Monthly theoretical exam score + daily exam + attendance + reports
60	am scoreFinal ex
100	The final grade

### Learning and teaching resources

Scientific research methods book	quired textbooks (methodology, if any
Dr.. Muhammad Sarhan Ali	in references (sources

Dr.. Abdul Rahman Badawi	
Libraries	Recommended supporting books and (...eferences (scientific journals, reportsr
Scientific research portal	ctronic references, Internet sites

### of the course description Growth

neral teaching methods . Course Name	
de Course	
BB04GMT326	
st/third . year /Semester	
3/25/2024 description was prepared The date this	
available/mandatory Attendance forms .A	
(Number of study hours (total)/number of units (total	
if more than one name is ) Name of the course administrator (mentioned	
mely30@gmail.com : Amel Ismailal Name: A.M. Mona Abdullah <a href="mailto:sicsci9@uodiyala.edu.iq">sicsci9@uodiyala.edu.iq</a>	
objectives Course	
bjectivesCognitiv -ī	udents' knowledge of the concept of .1
abling students to obtain knowledge and -1	ching methods
erstanding of the concept of teaching	udents' knowledge of the importance of .2
thods	ching methods
	tify the most important commonly used I .3

enabling students to obtain knowledge -2  
 understanding of the concept of teaching  
 strategies  
 enabling students to obtain knowledge -3  
 understanding of the concept of teaching and understand  
 teaching methods  
 enabling students to obtain knowledge -4  
 understanding of the concept of  
 commonly used teaching methods  
 enabling students to obtain knowledge -A  
 understanding of the concept of  
 diversifying teaching  
 enabling students to obtain knowledge Enabl -6  
 understanding of the concept of trends  
 and innovations in teaching methods  
  
 motivational and value goals -2  
 developing the spirit of development and -1  
 renewal  
 keeping up on the latest innovations and -2  
 identifying methods/developments in te  
 keeping pace with the use of technology -3  
 education  
 communicating with developments in -4  
 global psychological educational sciences  
  
 identifies objectives for the course-3  
 special skills in distinguishing between - 1  
 teaching methods  
 in analyzing and Special ski - 2  
 interpreting each method in terms of its pros  
 and cons  
 skills in how to choose the best method - 3  
 teaching  
 special skills in how to integrate more -4  
 than one method in one lesson

methods  
 identify the most important trends and .4  
 innovations in teaching methods  
 identify teaching methods for mastery and .5  
 activity  
 students' knowledge of diversifying teaching .6  
 and its strategies

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Teaching and learning strategies

instorming, the hot chair, the presentation or lecture method, the ving method, and programmed -discussion method, the problem truction	and Strate ching methods
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Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Class participation in preparing the lecture	ction y estioned scussion	Teaching methods, their nature, curricula and the need for them	Enabling students to know and understand the re of natu		the first
Class participation in preparing the lecture	ction errogation scussion	The basic elements in teaching the curriculum	teaching methods, curricula, and the need for them		the second
Class participation in preparing the lecture	ction errogation scussion	The appropriate teaching method and the factors affecting its selection,	Enabling students to know and understand the basic elements of teaching		the third
Class participation in preparing the lecture	Interrogati scussion	evaluation and up-follow			the fourth
Class participation in preparing the lecture	ction errogation scussion	elocution	Enabling students to know and understand the		Fifth
	arning thod	e Pictures of th			VI

Class participation in preparing the lecture	Question	automatic method, its advantages and disadvantages, and the reasons for preferring it	appropriate teaching method and the factors affecting its selection, and evaluation up-follow		Seventh
Class participation in preparing the lecture	Discussion	Group discussion	Enabling students to know and understand the concept of delivery method		VIII
Class participation in preparing the lecture	Interrogation Discussion	Its advantages and disadvantages The method of induction and measurement, its steps, advantages and disadvantages	Its pictures, advantages and disadvantages		Ninth
Daily exams	Question	Live interrogation method and s of type classroom questions	Enabling students to know and understand the concept of group discussion		The tenth
	Interrogation				eleventh
	Discussion				twelveth
	Question		Enabling students to know and understand the t of the concep method of induction and analogy		Thirteenth
	Interrogation	Team learning and programmed learning			fourteenth
	Discussion	Microlearning and correspondence education	Enabling students to know and understand the concept of live interrogation		Fifteenth
		Teaching			

		<p>planning</p> <p>The concept of diversifying teaching and the psychological and educational foundations for diversifying teaching</p> <p>Its Important skills to apply</p> <p>Teaching diversification strategy</p> <p>The method of learning for mastery</p> <p>Role playing method</p> <p>Brainstorming method</p>	<p>Enabling students to know and understand the concept of team education and the concept of programmed education</p> <p>Enabling students to know and understand microlearning and correspondence education</p> <p>Enabling students to know and understand planning for teaching</p> <p>Enabling students to know and understand the concept of diversifying teaching and the psychological and educational foundations for diversifying teaching</p> <p>Enabling students to know and understand</p> <p>Enabling</p>		
--	--	--	---	--	--

			<p>students to Application skills for teaching diversification strategy</p> <p>Enabling students to know and understand how to play a role</p> <p>Enabling students to know and understand the thod of me brainstorming</p>		
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### Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, .orts, etcwritten exams, rep

The latest literature on teaching methods and strategies, covering the prescribed vocabulary :Required textbooks

Dr. Dawoud Maher Muhammad and (Main references (sources Majeed Mahdi Muhammad: Basics in general teaching methods

General teaching methods for social subjects :Amin-Shaker Al

The trick: teaching methods and strategies

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

...Electronic references, Internet sites -B

## Course description form

<b>Course Name</b>	
Immunol	
<b>Code Course</b>	
BB04IS322	
<b>Year /Semester</b>	
24-Second semester / academic year 2023	
<b>Description was prepared Date this</b>	
24/24/3	
<b>Available forms of</b>	
Person lectures in the halls of the Science Department/College of Basi-Weekly in Education	
<b>Practical : (Number of study hours (total)/number of units (total</b>	
Practical hours My theoretical hour + 30 30	
<b>If more than one name is ) Name of the course administrator</b>	
(mentioned sicsci28@uodiyala.edu.iq : Amil -Name: A.M.D. Tamara Amer Taha Al	
<b>Objectives Course</b>	
Immunology, what immunity is, Introducing students to the science of –A and what its types are Information about the immune system, its primary and secondary organs, and –B types Immunity and distinguishes between mechanical, Defines inherent – C mechanical and cellular barriers	<b>Objectives of the study subject</b>



distinguish between the types of immune cells for inherent immunity and their biological roles -C

understands the state of inflammation as a second line of defense within innate immunity and distinguishes between acute and chronic inflammation -D

knows acquired immunity and distinguishes between active immunity and passive immunity -E

distinguish between humoral immunity and cellular immunity -F

production, maturation, and differentiation of B cells and T cells Explains the mechanism of -G

explains what antigens are, and the general characteristics of antigens and their types -Q

knows opposites, their structure, types, and vital roles -U

knows the vital role of their types Knows cytokines and what is their role -R

explains allergies, their types and interactions -Z

understands the mechanism of immune loading -A

### Teaching and learning strategies

teaching and learning methods

the lecture -A

interview and interrogation -B

discussion -C

practical lessons -D

legends

the blackboard-

colored pens

video -E

data show

sculptures, photographs

strategy

learning outcomes and teaching, learning and evaluation .1

methods

knowledge and understanding

immunology Knows the science of -A1

describes the immune system and explain the primary immune organs, the secondary immune organs, and the types of cells Learn about J-A2

describes innate immunity and distinguishes between mechanical, chemical and cellular barriers -A3

describes the immune system and explain the primary immune cells for inherent immunity and distinguish between the types of immune cells and their biological roles J-A4

understand the state of inflammation as a second line of defense within innate immunity and distinguish between acute and chronic inflammation -A5

en active defines acquired immunity and distinguishes between active and passive immunity -A6  
 distinguish between humoral and cellular immunity -A7  
 distinguish between B cells and T cells and the mechanism of their production, maturation, and differentiation -A8  
 antibodies and their types Explains antigens and their types and antibodies -A9  
 explains what allergies are, their types, and the causes that lead to hypersensitivity -A10  
 understand the mechanism of immune loading -A11  
 knows cytokines and their biological roles -A12  
 specific skills-Subject  
 primary and secondary organs of the immune system primary Draw the origin of immune cells with a diagram showing their sequential origin -B1  
 Distinguish between the types of complement Draw the diagram for the work of the types of complement -B3  
 Distinguish between acute and chronic inflammation using -B4  
 explains the stages of phagocytosis and the mechanism of exit of phagocytic cells from blood vessels with a drawing -B5  
 delineates the differentiation of B and T cells -B6  
 distinguish by drawing between types of specific opposites -B7  
 drawing the types of allergies Explain in -B8  
 draw the mechanism of immune loading -B9  
 thinking skills -  
 analytical thinking -C1  
 free thinking and divergent thinking -C2  
 critical thinking -C3  
 innovative thinking - C4

### Course structure

Evaluation method	Learning method	Name of the unit or topic	Learning Required learning outcomes	hours	the week
Final exam Mid-term exam Monthly	Lecture Offer pictures and lessons Demonstration	Immunology-1 Immune system-2 Cell-mediated immunity-3	Definition of immunology, -1 Immunity, overview Historical, enumerating the branches of immunology Explains the components of -2 Immune system	Weeks	First week -1 Second week -2 Third week -3 Fourth week -4 Fifth week -5 Sixth week -6

	<p>bes of cells-4 genuine nunity second line of -5 ense ammation and its es</p> <p>quired -6 nunity</p> <p>st month exam -7 gin and -8 entiation of di s nd T cells igens -9</p> <p>posites-10</p> <p>okines -11</p> <p>nthly exam -12 second rgies, their -13 s, and ractions nune loading-14</p>	<p>ows the inherent immunity -3 and builds a r mechanical barriers emical and cellular inguish between types of -4 nune cells ate immunity and its logical roles erstands the state of -5 ammation as a second line of ense</p> <p>hin inherent immunity and inguishes between ute and chronic inflammation own as acquired immunity -6 ows its types st month exam -7 lains the mechanism of -8 luction, maturation and erentiation of each B cells and T cells plain what antigens are -9 f The general characteristi igens and their types ows opposites and their -U -10 cture hat are its types and vital roles ows cytokines and what is - 11 vital role of their types ond month exam -12</p> <p>lains allergies and their -13 es nd their interaction erstand the mechanism -14 mmune loading</p>	<p>seventh week -7 e eighth week -8 e ninth week -9 e tenth week-10 ek eleven-11 e twelfth week-12 e tenth weekThe t-13 e fourteenth week-14 e fifteenth week-15</p>
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### Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily  
.:preparation, daily, oral, monthly, written exams, reports, etc

Oral exams -1

Daily exams -2

Monthly exams -3

ionDaily preparat -4

Intellectual questions to discuss the scientific material for each lecture -5

Encouraging scientific competitions based on lecture material -6

### Learning and teaching resources

sics of immunology -1

immunology Principles -2

quired textbooks (methodology, if any

sics of immunology -1

inciples of immunology -2

ain references (sources

<b>immunology -3</b> <b>immunology -4</b> <b>cellular and molecular immunology -5</b> <b>introduction to immunology -6</b>	
<b>periodicalsMagazin</b> <b>immunological Reviews, Journal of Allergy</b> <b>and Clinical Immunology, Cellular and</b> <b>molecular Immunology</b>	<b>Recommended supporting books and</b> <b>(....references (scientific journals, reports</b>
<b>wikipedia, pubmed</b>	<b>electronic references, Internet sites</b>

## Course description form

<b>Course Name</b>	
<b>Environment and health</b>	
<b>Code Course</b>	
<b>BB04</b>	
<b>Year /Semester</b>	
<b>24/ Second</b>	
<b>Description was prepared Date this</b>	
<b>semester second of the The beginning 2024/2/7</b>	
<b>Available attendance forms .A</b>	
<b>by presence</b>	
<b>(Number of study hours (total)/number of units (total</b>	
<b>hours and 28 units 28</b>	
<b>If more than one ) Name of the course administrator</b>	
<b>(name is mentioned</b>	
<b>mil- Dosfi Muhammad Kazem AIA. :Name</b>	
<b>sicsci25@uodiyala.edu.iq</b>	
<b>Objectives Course</b>	
<p>Introducing students to the importance of the environment and preserving it -1</p> <p>Knowledge of diseases and ways to prevent them -2</p> <p>Definition of addiction, its types, and ways to prevent it -3</p>	<p>Objectives of the study subject</p>
<b>Teaching and learning strategies</b>	
<p>-air - It aims to define the environment, its importance and types (soil water), the problems that arise and how to solve these problems, preserve the environment and be free of diseases, control pollution rates, control diseases and how to prevent them, reduce environmental damage as much as possible, and maintain an environment as possible free of pollution through procedures To reduce pollution with modern methods and methods to maintain a clean environment free of forms of pollution, reduce and prevent diseases as much as possible, on, alcohol, and electronic and introduce the dangers of addiction .addiction</p> <p>Preserving people and staying away from everything that is harmful to human health and society</p>	<p>Teaching strategy</p>

<b>Course structure</b>					
<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
		<b>Pollution, definition of pollution, types of pollution and Air pollution its harms to humans and environment. the Noise pollution and its harms to humans and environment the</b>	<b>The student should know about pollution and moral pollution</b>	<b>hrs 2</b>	<b>first</b>
		<b>the Water pollution causes of its occurrence and its harm to humans the environment. pollution, the Food methods of its occurrence and its harm to humans and the environment of Methods and prevention the of reduction dangers of pollution</b>	<b>Water pollution</b>	<b>hrs 2</b>	<b>second</b>
		<b>Immunity, its medical nature its types improvement and its for - importance against humans diseases and the vaccines that must be for children taken before school</b>	<b>Immunity</b>	<b>hrs 2</b>	<b>third</b>
		<b>nutrition is importantN the and humans to most important diseases resulting malnutrition -from anemia, severe its symptoms obesity and ways to - - - and its it prevent causes thousand A and their - definitions . types</b>	<b>nutrition</b>	<b>hrs 2</b>	<b>fourth</b>

		<p>its ' A amIn Vietn sources and benefits the and humans for of its sources presence, in Vietnam B its and benefitssources of its and sources presence, in Vietnam sources and itsand C cause the diseases that vitamins in deficiency D its in Vietnam ' sence sources of pre And diseases caused by its deficiency in the body</p> <p>'k ' meantime the In the sources of its presence, and the diseases caused by its deficiency in the body</p>	Vitamins	irs 2	th
		<p>affect Diseases that Corona, : humans and -their symptoms infection the causes of and methods of - -treatment. Measles their symptoms and methods of treatment</p>	Diseases	irs 2	
		<p>Polio, its causes, methods of treatment, -and symptoms its 'German measles symptoms, and tetanus, its symptoms, and methods of ent. Epilepsy, treatm its symptoms, and .methods of treatment</p>	poliomyelitis	irs 2	enth
		<p>Diarrhea, its symptoms, causes, types and methods from - - -Prevention it, oral rehydration, common diseases and humans between the and ' animals causes of infection nd methods of with it a treatment and</p>	diarrhea	irs 2	I

		it from prevention			
		transmitted Diseases by lice and mosquitoes that are among widespread half of school students, and methods and of prevention .treatment	Transmissible diseases	rs 2	th
		tion and its Addic harms to humans, depression ‘ smoking cigarettes electronic - and ‘ hookahs ‘ . smoking passive	Aldman	rs 2	e tenth
		morphine Drugs khat – – . Methods of addiction treatment and . prevention	Drugs	rs 2	eistic
		types of Modern addiction and Mobile phones their effects on - children’s health on the effect The child’s personality and sight effect on the	dictive	rs 2	second
		Electronic addiction to humans and its risk Digital .and structures and its ctionaddi humans and on effects . structures	ctronic liction	rs 2	third
		Waste recycling and on its future effects the country and Economic . environmental	Waste	rs 2	fourth

**Course evaluation**

al (30 a monthly exam (15 marks) for each month, tot :**Course evaluation** (marks), report (5 marks), and attendance (5 marks)

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



	arning and teaching sources
Environment and pollution book written by author Mubarak Abdel Karim asfi Muhammad Kazem	quired textbooks (methodology, any
	(Main references (sources
andatory health and environmental arqat-Al -iversity education, Tikrit Un	ctronic references, Internet sites

### Course description form

<b>Course Name</b>
<b>Course classification</b>
<b>Code of Course</b>
<b>BB04T314</b>
<b>Year /Semester</b>
<b>Second/third</b>
<b>Description was prepared Date this</b>
<b>1/1/2023</b>
<b>Mode of attendance Available forms of</b>
<b>by presence</b>
<b>Mode : (daily hours (total)/number of units (total)Number of stu</b>
<b>units 2/ hour .a</b>
<b>If more than one name is ) Name of the course administrator (mentioned</b>
<b>Responsible - Name: Prof. Intisar Karim Abdel Hassan Al Email: sicsci5@gmail.com</b>

**objectives Course**

Students explain what St •  
 .classification is

Introducing them to the stages of •  
 .plant taxonomy development

Introducing them to the types of •  
 stems, leaves and roots

Objectives of the study subject

**Teaching and learning strategies**

Using data show to present scientific material  
 blackboard and colored pens to explain the scientific Use  
 material  
 Use process models and illustrations

strategy

**Course structure**

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Conduct a monthly test	Theoretical lectures hours 2 and 2	Definition of taxonomy	Definition of taxonomy, its importance, and its relationship to other sciences		
Conduct a monthly test	practical hours Theoretical lectures hours 2 and 2	Diagnosis and nomenclature	Fields of taxonomy		
Conduct a C monthly test	practical hours	Classification systems	Artificial classification, natural classification and evolutionary classification		
Conduct a monthly test	Theoretical lectures hours 2 and 2 practical hours	Type concept	Scientific menclatureno		
Conduct a monthly test	Theoretical lectures	Type concept	Classification		

Conduct a monthly test	hours 2 and 2 hours practical Theoretical lectures hours 2 and 2 hours practical	Primitive science Division of neighborhoodsneigh	ranks Division of neighborhoods		
Conduct a monthly test	hours 2 and 2 hours practical	Fungi	Plant kingdom		
Conduct a monthly test	Theoretical lectures hours 2 and 2 hours practical	Multiple animals	mycology		
Conduct a monthly test	hours 2 theoretical lectures and 2 hours practical Theoretical lectures 2 hours, 2 hours practical lectures		Zoology		

### Course evaluation

ned to the student, such as Distribution of the grade out of 100 according to the tasks assign  
.daily preparation, daily, oral, monthly, written exams, reports, etc

### Learning and teaching resources

Book of theoretical and practical classification	Required textbooks (methodology, if any
oretical and practical Book of classification	ain references (sources
Book of theoretical and practical	Recommended supporting books and

Classification	(...references (scientific journals, reports
Wikipedia website	Electronic references, Internet sites

### Option of the course description Growth

<b>Course Name</b>					
General physiology					
<b>Code of Course</b>					
BB04AP321					
<b>Year /Semester</b>					
24-The first / 2023					
<b>Description was prepared Date this</b>					
23/1/10					
<b>Available attendance forms .A</b>					
Mandatory					
<b>(total) Number of study hours (total)/number of units</b>					
Hours 60					
Units 3					
<b>If more than one name is ) Name of the course administrator (mentioned</b>					
Name: Prof. Sondos Adel Naji Email: sicsci41@uodiyala.edu.iq : email Name: Eng. Israa Tariq Akul Email: sicsci30@uodiyala.edu.iq :Name: M.M. Farah Hassan Hadi Email					
<b>Objectives courseC</b>					
Identify the physiology of organs or the functions of its parts, - such as organs, tissues, or cells .Studying the functions of microorganelles within a single cell -			Objectives of the study subject		
<b>Teaching and learning strategies</b>					
To present the material to students, many teaching strategies were used, including Lecture method - Method of interrogation - Questioning method - Discussion method - Laboratory method -					Strategy The
<b>Course structure</b>					
<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning</b>	<b>hours</b>	<b>the week</b>

			outcomes		
Written and oral tests	Lecture with discussion	Structure and functions of organs	Learn about animal physiology of the fields of physiology of the nervous system	2	first
Written and oral tests	Lecture with discussion	Types of muscles in man	Circulatory system physiology	2	second
Written and oral tests	Lecture with discussion	Development of the nervous system in living organisms	Physiology of the nervous system	2	third
Written and oral tests	Lecture with discussion	Components of the digestive tract	Digestive system physiology	2	the fourth
Written and oral tests	Lecture with discussion	Respiration in humans	Respiratory system physiology	2	Fifth
Written and oral tests	Lecture with discussion	Blood circulation in organisms	Cardiovascular physiology	2	VI
Written and oral tests	Lecture with discussion	Structure of the digestive tract in humans	Digestive system physiology	2	Seventh
Written and oral tests	Lecture with discussion	Adaptation of animals according to body temperature	Physiological effect of temperature	2	VIII

### Course evaluation

Tasks assigned to the student, such as daily Distribution of the grade out of 100 according to the preparation, daily, oral, monthly, written exams, reports, etc

Class	Grade distribution
25	Monthly theoretical exam score + daily exam
15	degree of practicality

	<b>40</b>	<b>Final theoretical exam score</b>
	<b>20</b>	<b>Final practical exam Final practical exam score</b>
	<b>100</b>	<b>The final grade</b>

<b>Learning and teaching resources</b>	
	<b>Required textbooks (methodology, if any)</b>
<b>Local and foreign books, scientific magazines, the Internet</b>	<b>Main references (sources)</b>
	<b>Recommended supporting books and (...scientific journals, reports) references</b>
	<b>Electronic references, Internet sites</b>

## Course description form

<b>Course Name</b>	
Measurement and evaluation	
<b>Code Course</b>	
BB04ME325	
<b>Year /Semester</b>	
24 – Second / 2023	
<b>Redescription was pre Date this</b>	
23/1/10	
<b>Available attendance forms .A</b>	
Mandatory	
<b>(Number of study hours (total)/number of units (total</b>	
Hours 90	
Units 3	
<b>If more than one name is ) Name of the course administrator (mentioned</b>	
: leads how Obaidi, the one-Name: A.M.D. Israa Akef Ali Al <a href="mailto:sicsci31@uodiyala.edu.iq">sicsci31@uodiyala.edu.iq</a> sicsci30@uodiyala.edu.iq :And M.M. Farah Hassan Hadi Email	
<b>Objectives Course .1</b>	
of the Understanding the scientific meaning-1 concepts of measurement and evaluation and the .difference between them Recognizing the importance of evaluation and 2- learning about its most important areas, steps, and .types Giving students the skill in preparing different 3- .types of tests Providing students with the applied skill of the 4- basics of statistics in educational measurement and evaluation	<b>Objectives of the study subject</b> :lowingThis course aims to help students achieve the fol  <b>Cognitive objectives - A</b> <b>Enabling students to obtain -A1</b> <b>knowledge and understanding of</b>

**Introducing students to assessment tools and 5-  
using them to suit different aspects of the learner**

**the concept of measurement and  
. evaluation  
students to obtain Enabling –A2  
knowledge and understanding of  
. the concept of personal tests  
ts to obtain studen Enabling –A3  
knowledge and understanding of  
the concept of oral and written  
. tests  
Enabling students to obtain –A4  
knowledge and understanding of  
the concept of objective and essay  
. tests  
students to obtain Enabling –A5  
knowledge and understanding of  
. to prepare tests how  
students to obtain Enabling –A6  
knowledge and understanding of how  
. to prepare the test map  
skills specific –Course Objectives- B  
.   
Special skills in distinguishing - B1  
between the concepts of  
. measurement and evaluation  
in how to prepare a Skills –B2  
map table of specifications or a test  
.   
Skills in choosing the –B3  
appropriate test to measure the  
. goals extent of achieving the set  
set of a Skills in preparing –B4  
. behavioral objectives**



**Teaching and learning strategies .2**

Questioning and discussion

byThe str

**Course structure .3**

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral exams Daily tests Duties	lecture The questioning and discussion	Calendar concept, - types and fields Measurement, its - concept, characteristics, and the relationship between it and evaluation	Understanding the - scientific meaning of the concepts of measurement and evaluation and the difference between di .them	3	
Oral exams Daily tests ties	ecturelect The questioning and discussion	Types of tests and Educational standards And psychological Steps to build tests from Achievement Teacher preparation includes determining the importance of behavioral goals	Recognizing the importance of evaluation and learning about its most important areas, .steps, and types	3	.2
Oral exams Daily tests ties	lecture The questioning and discussion	Principles for determining test Distribution of /items in the test paragraphs In light of the weights s and of objective . academic content Behavioral goals, their definition, characteristics, and levels	Providing students - with the skill in preparing different .types of tests	3	.3

Oral exams Daily tests ties	lecture The questioning and discussion	types of test items, their characteristics, and the basis of their formulation	Providing students with the applied skill of the basics of statistics in educational measurement and measure evaluation	3	.4
Oral exams Daily tests ties	lecture The questioning and discussion	Drafting paragraphs and its types test basics of paragraph arrangement Principles of test application	Introducing students to assessment tools and using them to suit of different aspects the learner	3	.5
Oral exams Daily tests ties	lecture The questioning and discussion	The meaning of measurement and evaluation, their most important purposes and the relationship between them	Ability to define and understand evaluation and And measurement the relationship Between them	3	.6
Oral exams Daily tests ties	lecture The questioning and discussion	Steps to building a good test	Enabling students to know and understand know Steps to build tests from Achievement Teacher preparation includes determining the importance of behavioral goals	3	.7
1st month exam				3	.8
Oral exams Daily tests ties	lecture The questioning and discussion	Honesty, its definition, its types, extracting the mechanisms of honesty reliability, definition and characteristicschara	Steps to Enabling students know and understand Principles of specifying test items/distributing In the test items light of the weights of objectives and academic content	3	.9
Oral exams Daily tests ties	lecture The questioning and discussion	Oral exams	Enabling students to know and understand Types of test items, their characteristics,	3	10

			and the basis of their formulation		
Oral exams Daily tests	lecture The questioning and discussion	Intelligence tests, their types, definition	Enabling students to know and understand Drafting paragraphs and its types the test basics of paragraph arrangement Principles of test application	3	11
Oral exams Daily tests	lecture The questioning and discussion	Measures of M personality and tendencies	Enabling students to know and understand Honesty, its definition, its types, extracting the mechanisms of Stability, honesty definition and characteristics Enabling students to know and understand Oral exams	3	12
Oral exams Daily tests	lecture The questioning and discussion	Measurement tools testing-Non	Enabling students to know and understand Honesty, its definition, its types, extracting the mechanisms of Stability, honesty definition and characteristicscha	3	13
Oral exams Daily tests	lecture The questioning and discussion	School card	Enabling students to know and understand Oral exams	3	14
Second month exam				3	15
<b>Course evaluation</b>					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as					

.daily preparation, daily, oral, monthly, written exams, reports, etc

Class	Grade distribution
40	Monthly theoretical ore + daily exam sc exam + attendance + reports
60	Final exam score
100	The final grade

**Learning and teaching resources**

thing	Required textbooks (methodology, if any
Foundations for school Toll the exams yzing its constructing and anal Wahid -Prof. Daabd Al ( questions Hadi .Dr .Prof and Kubaisi-Hamid Al Mishaan Rabie	ain references (sources
Evaluation and psychological measurement And educational, symbolism of the strange Principles of educational measurement and evaluation for university students and Abu Arab, seven teachers Lebda	Recommended supporting books and (....references (scientific journals, reports
	ctronic references, Internet sites

## of the course description Growth

<b>Course Name</b>	
World of insects	
<b>Code Course</b>	
BB04GE323	
<b>Year /Semester</b>	
Quarterly	
<b>Description was prepared Date this</b>	
24 / 3 / 18	
<b>Available attendance forms .A</b>	
mandatory	
<b>(Number of study hours (total)/number of units (total</b>	
10 theoretical hours and two practical hours per week	
<b>If more than one name is ) nistratorName of the course admi</b>	
<b>(mentioned</b>	
Email - Name: M. Dr. Muhammad Ali Hussein Al mohmedali@gmail.com	
<b>Objectives Course</b>	
Defining the basic concepts of entomology – Insects Explaining the relationship between humans and – Diversity of the external appearance of insects and methods of classifying – System	<b>Objectives of the study</b>  <b>Subject</b>
<b>Teaching and learning strategies</b>	

ture -	strategy
arning-E -	
scussion -	

**Course structure**

Evaluation method	Learning Method	Name of the unit or topic	Required learning outcomes	hours	the week
Collection	ture	importance of insects and their head	The student should be able to know the importance of insects		
Daily testing	ture	External appearance and body wall of insects	The student should be able to enumerate the wall layers of the body		2
Oral exam	ture	The head and its accessories	The student should be able to know the parts of the insect's head and its appendages		3
Oral exam	ture	Chest and accessories	The student should be able to identify the parts of the insect's thorax		4
Oral exam	ture	Wings and legs	The student should be able to identify the parts of the insect's thorax		5
Monthly testing	ture	The abdomen and its appendages	The student should be able to enumerate the the chest appendages of area		6
Daily testing	ture	Anatomy of the digestive system	ould be The student s able to identify the parts of the abdomen		7
Daily testing	ture	temexcretory sys	The student should be able to explain the importance of the digestive system		8
Oral exam	ture	Reproductive system	The student should be able to explain the importance of the excretory system in insects		9
Monthly test	ture		The student should be able to explain the importance of the excretory system in insects		10
Daily testing	ture		The student should be		11
					12

Daily testing	structure	Metamorphosis in insects	the able to explain importance of insect reproductive organs		
	structure	Respiratory system	The student should be able to explain the importance of metamorphosis in insects		
	structure	Circulatory device	be able to should understand the respiratory system  The student should be able to explain the importance of the ystemcirculatory s		

**evaluation Course**

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

the marks for the semester exam (25 marks for the theoretical exam + 15 marks for 40 (practical exam  
(Final exam score (40 marks for theoretical exam + 20 marks for practical exam 60

**Learning and teaching resources**

<b>General entomology book</b>	<b>Required textbooks (methodology, if any)</b>
<b>Author, General Entomology (by the author) (Ali-Prof. Dr. Hussein Abbas Al)</b>	<b>Main references (sources)</b>
<b>Structure and classification of insects by George Nasrallah Rizk</b>	<b>Recommended supporting books and references (scientific journals, ...reports)</b>
	<b>Electronic references, Internet sites</b>

### **Course description of the course Growth**

<b>Course Name</b>
<b>Methods of teaching science</b>
<b>Code Course</b>
<b>BB04SM413</b>
<b>Year /Semester</b>
<b>second</b>



Description was prepared Date this	
24/15/3	
Available attendance forms .A	
/ presence	
(Number of study hours (total)/number of units (total	
ur .a	
(if more than one name is mentioned) Name of the course administrator	
sicsci26@uodiyala .edu .iq :Amil - Name: Qahtan Adnan Mahmoud Al	
<b>objectives Course</b>	
<p>Students' knowledge of the concept -</p> <p>ds of teaching metho</p> <p>Students' knowledge of the -</p> <p>importance of teaching methods</p> <p>Students' knowledge of diversifying -</p> <p>teaching and its strategies</p> <p>Identifying teaching methods for -</p> <p>mastery and creativity</p> <p>Identifying the most important -</p> <p>trends and innovations in teaching</p> <p>ethodsm</p> <p>Identify the most important -</p> <p>commonly used methods</p>	<b>objectives of the study subject</b>
<b>Teaching and learning strategies</b>	
<p>Delivering the lecture .1</p> <p>Interrogation and discussion .2</p> <p>learning-Self .3</p> <p>Cooperative learning .4</p> <p>ainstorming -5</p>	<b>strategy</b>

Course structure					
Evaluation method	Learning method	Name of the unit/topic	Required learning outcomes	hours	the week
Class participation in preparing the lecture	Diction Interrogation Discussion	Science and its components	Enabling students to know and understand the nature of science and its components	2	the first
Class participation in preparing the lecture	Diction Interrogation Discussion	Scientific concepts and their types	Enabling students to recognize scientific concepts and their level of acquisition	2	the second
Class participation in preparing the lecture	Diction Interrogation Discussion	The appropriate teaching method and the factors affecting its selection, evaluation and up-follow	Enabling students to know and understand the appropriate teaching method and the factors affecting its selection, evaluation and up-follow	2	the third
Class participation in preparing the lecture	Diction Interrogation Discussion	Active learning and effective learning	Enabling students to know and understand the concept of effective learning	2	the fourth
Class participation in preparing the lecture	Diction Interrogation Discussion	Teaching skills	Enabling students to know and understand the concept of teaching skills	2	Fifth
Class participation in preparing the lecture	Diction Interrogation Discussion	Cooperative education	Enabling students to know and understand the concept of cooperative	2	VI

			education		
Class participation in preparing the lecture Daily exams	Diction Interrogation Discussion	Strategy brainstorming and role playing	Enabling students to know and understand the brainstorming playing -and role strategy	2	Seventh
			First month exam	2	VIII
Class participation in preparing the lecture And practical application	Diction Interrogation Discussion	Microlearning and correspondence education	Enabling students to know and understand microlearning and correspondence education	2	Ninth
Class participation in preparing the lecture And practical application	Diction Interrogation Discussion	Discovery and investigation method	Enabling students to know and understand the method of discovery and investigation	2	The tenth
Class participation in preparing the lecture	Diction Interrogation Discussion	Constructivist theory and learning cycle strategy	Enabling students to know and understand constructivist theory and the role and types of learning	2	eleventh
Class participation in preparing the lecture	Diction Interrogation Discussion	Practical experimentation	Enabling students to know and understand the strategy of practical	2	twelveth

nd daily A exams			experiments		
			Second month exam	2	Thirteenth
Class participati on in preparing the lecture And practical applicatio n	Diction Interrogati on Discussio n	Individualize learning	Strategies to individualize learning	2	fourteenth
Discussio n and induction	Discussio n	Methods of developing thinking Creative	Discuss a group of Reports on methods of developing thinking	2	Fifteenth

### Course evaluation

Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily .aily, oral, monthly, written exams, reports, etcpreparation, d

### Learning and teaching resources

modern trends in teaching science/a number recent sources, research, and master's theses	Required textbooks (methodology, if any
methods of teaching Methods and Michel Kamel Atallah, 2010, science .Dar Al Masirah	ain references (sources
All updates on contemporary trends in education	Recommended supporting books and (....references (scientific journals, reports
research related to science Articles and .teaching methods	ctronic references, Internet sites

## Course description form

urse Name
ums and vaccines
de Course

**BB04SV411**

Year /Semester

1st semester, academic year 2023/2024

Description was prepared Date this

beginning of the semester 9/2/2023The be

Available attendance forms .A

/ presence only

(Number of study hours (total)/number of units (total

duration and number of units 2 30

(if more than one name is mentioned) Name of the course administrator

Abasi-bdul Karim AlA.M.D. Aws Zamil A

**Course Objectives**

**Cognitive objectives -A**  
 Know what vaccines and The student should know -A1  
 vaccines are  
 That the student realizes the importance of -A2  
 studying serums and vaccines  
 The student should know the main topics in -A3  
 vaccines and vaccines  
 .the course of objectives skills The - B  
 effects The student classifies the obj - B1  
 He conducts experiments on some serums - B2  
 Through experience, he learns about the - B3  
 importance of vaccines

**Emotional and value goals -C**  
 The student appreciates the importance -C1  
 .of vaccines and vaccines  
 The student appreciates the role of -A2  
 scientists and specialists in the field of  
 vaccines and vaccines  
 The role of plants in extracting many -C3  
 pharmaceutical properties

**–:Make students able to**  
**Learn about serums and vaccines,**  
**and their importance**  
**The most important branches of**  
**serums and vaccines**  
**production to serums and vaccines**

**Teaching and learning strategies**

According to the educational The professor uses teaching strategies  
 in the classroom, including the presentation strategy and the  
 classroom discussion strategy

strategy

**Course structure**

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Rapid exams	Lecture method	.Antiserum –1	Learn about	2	1

			serums and vaccines, and their importance		
Written exam	Interrogation method	How to prepare .1 antiserum	The most important branches of serums and vaccines	2	2
Scientific research and reports	Method of discussion and problem solving	Immune .2 globulins	Introduction to serums and vaccines	2	3
Rapid exams	Lecture method	How to give .3 aminoglobulin	Learn about serums and vaccines, and their importance	2	4
Written exam	Interrogation method	Reactions .4 that occur when immunoglobulins are given	The most important branches of serums and vaccines	2	5
Scientific research and reports	Method of discussion and problem solving	The complement .5	Introduction to serums and vaccines	2	6
Rapid exams	Lecture method	The most .6 important serological tests	Learn about serums and vaccines, and their importance	2	7
Written exam	Interrogation method	Blood .7 coagulation	The most important	2	8

			branches of serums and vaccines		
Scientific research and reports	Method of discussion and problem solving	test Diffusion -پ .in gelatin	Introduction to serums and vaccines	2	9
Rapid exams	Lecture method	Teaching with -C .yeast	Learn about serums and vaccines, and their importance	2	10
Written exam	Interrogation method	.Radiation education	The most important branches of serums and vaccines	2	11
Scientific research and reports	Method of discussion and problem solving	Second: Vaccines	Introduction to serums and vaccines	2	12
Rapid exams	Lecture method	Types of .2 .vaccines	Learn about serums and vaccines, and their importance	2	13
Written exam	Interrogation method	Immune .3 .response	The most important branches of serums and vaccines	2	14
ntific Scie research and	Method of discussion and problem	.Immunization .4	Introduction to serums and	2	15



<b>reports</b>	<b>solving</b>		<b>vaccines</b>		
<b>Course evaluation</b>					
Distribution of the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, written and final exams, reports, class and extracurricular activities...etc					
<b>Learning and teaching resources</b>					
thing			Required textbooks (methodology, if any		
			Main references (sources		
			Recommended supporting books and (....references (scientific journals, reports		
			Electronic references, Internet sites		

### Course description form

<b>Course Name</b>
<b>Curricula and textbooks</b>
<b>Code of Course</b>
<b>BB04C416</b>
<b>Year /Semester</b>

e first/2023	
Description was prepared Date this	
23/1/10	
Available attendance forms .A	
mandatory	
(of units (total Number of study hours (total)/number	
hours 30	
Business 2	
If more than one name is ) Name of the course administrator	
(mentioned	
Referring to is Obaidi, who-Name: A.M.D. Israa Akef Ali Al	
<a href="mailto:sicsci31@uodiyala.edu.iq">sicsci31@uodiyala.edu.iq</a>	
<a href="mailto:sicsci30@uodiyala.edu.iq">sicsci30@uodiyala.edu.iq</a> :Farah Hassan Hadi Email .And M.M	
Objectives Course	
<p>At the end of the academic year, the student will</p> <p>be able to</p> <p><b>Definition of curricula *</b></p> <p>List the characteristics of the • curricula</p> <p>Shows the importance of • curricula</p> <p>Explains the foundations of • curriculum construction</p> <p>the elements of the Analyze• school curriculum</p> <p>Compares the types of • curricula</p> <p>The curriculum is based •</p> <p>Explains the reasons for • developing curricula and its models</p> <p>The textbook is defined in • terms of its concept</p> <p>Enumerates the important •</p>	<p>Objectives of the study subject</p> <p>Such as</p> <p>Cognitive -A objectives</p> <p>Enabling -A2 students to obtain knowledge and understanding of the curricula, their characteristics and importance</p> <p>Enabling E -A3 students to obtain knowledge and understanding of the foundations of curriculum construction</p> <p>Enabling -A4 students to obtain knowledge and</p>

points of the textbook  
on textbook is based The \*

understanding of  
the elements of the  
curriculum school  
Enabling -A5  
students to obtain  
knowledge and  
understanding of understa  
the types of  
curricula  
Enabling -A6  
students to obtain  
knowledge and  
understanding in  
the field of  
curriculum  
evaluation  
Enabling -A7  
students to obtain  
knowledge and  
understanding of  
curriculum  
development, its  
models, and its  
reasons  
Enabling -A8  
students to obtain  
knowledge and  
understanding of  
the textbook  
  
objectives -b And  
For the Mahariya  
course

	<p>Compares the - B1 ancient concept with the modern concept of curricula</p> <p>Explains the - B2 foundations of curriculum . construction</p> <p>the Analyze -B3 school curriculum into its components</p> <p>Collects -B4 information about the types of school . curricula</p> <p>Explains the -B5 for reasons evaluating school . curricula</p> <p>Shows the -B6 of development the curriculum . and its models</p> <p>research a Write -B7 he paper about t . textbook</p>
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<b>Teaching and learning strategies</b>	
<p>ny strategies and teaching methods will be used to deliver ormation to students, including lecture, discussion, uestioning, problem solving, etc</p>	<p>strategy</p>

<b>Course structure</b>					
<b>Evaluation method</b>	<b>Learning method</b>	<b>Name of the unit or topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the kwee</b>
liminary t	Discussion and questioning	Curricula	Definition • of curricula	2	.1
ly ting	lecture Problem Solving	Curriculum foundations	List the • characteristics of the curricula	2	.2
al estions	Discussion and questioning	Curriculum foundations	Shows the • importance of curricula	2	.3
liminary s	lecture Problem Solving	Curriculum foundations	Explains the • foundations of curriculum construction	2	.4
ly ting	Discussion and questioning	Elements of the school curriculum	Analyze • the elements of the school curriculum	2	.5
<b>rst month exam</b>					<b>.6</b>
liminary t	lecture Problem Solving	Types of curricula	The • curriculum is based	2	.7
ly ting	Discussion and questioning	Types of curricula	Explains the • sons for rea developing curricula and its models	2	.8
al estions	lecture Problem Solving	Types of curricula	The • textbook is defined in	2	.9

			terms of its concept		
liminary t	Discussion and questioning	Curriculum evaluation	Enumerates the important points of textbook	2	.10
ly ting	lecture Problem Solving	Curriculum development	The textbook does	2	.11
al stionsq	Discussion and questioning	Curriculum development	mpares the oes of curricula	2	.12
liminary t	lecture Problem Solving	school book		2	.13
ly ting	Discussion and questioning	school book		2	.14
cond month exam				2	.15
<b>Course evaluation</b>					
ch as Distribution of the grade out of 100 according to the tasks assigned to the student, su .daily preparation, daily, oral, monthly, written exams, reports, etc					
		<b>Class</b>	<b>Grade distribution</b>		
		40	Monthly theoretical exam score + daily exam + attendance + reports		
		60	Final exam score		
		100	The final grade		
<b>Learning and teaching resources</b>					
thing			d textbooks (methodology, if anyRequ		
The Book of Curriculum and Book Zuwaini -Analysis, Ibtisam Sahib Al Safa -and others, 1st edition, Al .Publishing House, 2013			ain references (sources		

<b>Methodology and Analysis of the Book, Tamimi, -Awad Jassim Muhammad Al 2009</b> <b>ool book, Awad Jassim Muhammad Tamimi, 19-Al</b>	<b>Recommended supporting books and (...rnals, reportsreferences (scientific jou</b>
<b>Quality lectures and hosting on websites</b>	<b>ctronic references, Internet sites</b>