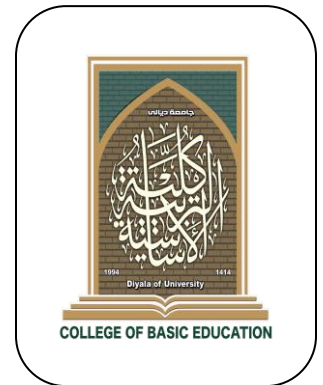
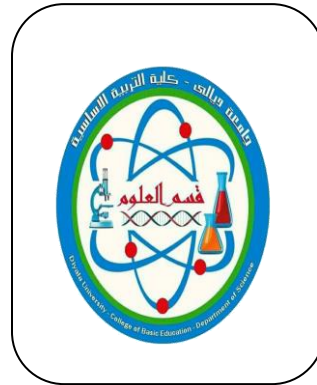


**Ministry of Higher  
Education and Scientific Research  
Scientific supervision and evaluation device  
Department of Quality Assurance and Academic Accreditation  
Accreditation Department**



# **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: Bachelor

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

### **he programSee t .1**

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

### **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 he tasks of the teaching researchers in the scientific and applied well as t .research aspect in specialized research laboratories**

### **Program Goals .3**

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

**Cognitive goals -j  
ccurate knowledge and Enabling students to obtain a -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**  
**.c and practical skills in a functional mannerscientifi**  
**of Enabling students to obtain knowledge and understanding -A4**  
**. how to adapt effectively with their peers and with others**  
**of Enabling students to obtain knowledge and understanding -A5**  
**.in the English language scientific terminology**  
**Enabling students to obtain knowledge and understanding of –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**  
**Enabling students to solve problems related to the intellectual - 1B**  
**.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**  
**.rofession and how to deal with studentssp**

**Teaching and learning methods**  
**Using different methods to teach the subject to students, including lecture, discussion, exploration, the laboratory method, the method of trips and field method, and other methods that facilitate the solving-visits, the problem**  
**.student’s understanding of the school subject**

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

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

<p><b>.theories</b>  <b>to the analyze topics related Enabling students to think and -C3</b>  <b>.application of scientific theories in the field</b>  <b>to teaching and how Enabling students to think and analyze topics related -4 C</b>  <b>.to deliver information to learners in the future</b></p>
<p><b>Teaching and learning methods</b>  <b>ng methods through which we present the most important Using many teachi</b>  <b>basics on topics related to thinking and analysis. Including the method of</b>  <b>discussion and the method of interrogation, while assigning students</b>  <b>le teaching them reflection and answering, whi-homework that requires self</b>  <b>.methods of thinking and scientific analysis of the subject</b></p>
<p><b>Evaluation methods</b>  <b>.Daily exams with questions that require individual intellectual answers -</b>  <b>Determining grades for the homework assignments assigned to the -</b>  <b>.student</b>  <b>g grades for competitive questions directed to students that require Settin -</b>  <b>.intellectual and subjective answers</b></p>
<p><b>other skills related to ) skills transferable qualifying and General - D</b>  <b>. (personal development employability and</b>  <b>.tory equipmentProviding students with labora -D1</b>  <b>choose the appropriate teaching method for the Enabling students to -D2</b>  <b>.subject</b>  <b>pass professional tests and interviews that take Enabling students to -D3</b>  <b>.place while applying for work</b>  <b>es and their continuously develop themselv Enabling students to -D4</b>  <b>.professional lives after graduation</b></p>
<p><b>Teaching and learning methods</b>  <b>Using different methods to teach the subject to students, including lecture,</b>  <b>discussion, exploration, the laboratory method, the method of trips and field</b>  <b>solving method, and other methods that facilitate the -visits, the problem</b>  <b>student’s understanding of the subject, in addition to inviting some</b>  <b>.professional bodies and organizing seminars with the students</b></p>
<p><b>Evaluation methods</b>  <b>.Daily exams for students -</b>  <b>.ar to the field and work environmentConduct tests simil -</b>  <b>.Sending students for training in training institutions -</b></p>

**Program accreditation .4**

No, it has not received accreditation from any body, and we are working to reditation of the obtain it in accordance with the national standards for acc .(SPA). Program of Colleges of the Educational Group

**Other external influences .5**

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

**Program structure .6**

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

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

umber 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	Arabic	SCBB04AL117	The first/first
2	3	2	1	the computer	SCBB04CO116	
1	1	---	1	Democracy and	SCBB04HR115	

				human rights		
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			the total

number of units	Program description					
	Credit hours			Name of the course or course	or course code	Course /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 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	Arabic	SCBB04AL215	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	SCBB04HE221	

				embryology		
2	2	---	2	hemistryBioc	SCBB04BC223	
3	4	2	2	Plant physiology	SCBB04HP224	
16	19	6	13			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	General teaching methods	SCBB04GMT326	/Third Fifth
3	3	---	3	Educational 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	SCBB04ME325	/Third

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

<b>numbe r of units</b>	<b>Program description</b>					
	<b>Credit hours</b>			<b>Name of the course or course</b>	<b>Course or course code</b>	<b>/Year/level</b>
	<b>Merge clocks</b>	<b>practi cal</b>	<b>theoreti cal</b>			
<b>2</b>	<b>2</b>	<b>---</b>	<b>2</b>	<b>Arabic literature</b>	<b>SCBB04AL418</b>	<b>Fourth/s eventh</b>
<b>2</b>	<b>2</b>	<b>---</b>	<b>2</b>	<b>Professional ethics</b>	<b>SCBB04AL</b>	
<b>2</b>	<b>2</b>	<b>---</b>	<b>2</b>	<b>Educational administration and supervision</b>	<b>SCBB04EMS417</b>	

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			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			
12	12	12	---	ioApplicat n	SCBB04TP421	Fourth/ eighth
3	3	3	---	Graduatio n research	SCBB04TP422	
15	15	15				the total

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

<p><b>.through His creatures</b></p> <p><b>Enabling students to obtain knowledge and -A4 understanding of the impact of different and on life in neighborhoods on one another .general</b></p> <p><b>Enabling students to obtain knowledge and -A5 .understanding of what the mind cannot imagine</b></p>	
<b>Skills</b>	
<b>performance Skills in practical -B1</b>	<b>Behavioral or skill goals</b>
<b>Skills related to teaching methods and scientific -B2 .research</b>	
<b>Value</b>	
<p><b>Enabling students to think and analyze topics - .related to biology</b></p> <p><b>Enabling students to think and analyze -C2 .to scientific theories topics related</b></p> <p><b>Enabling students to think and analyze -C3 to the application of scientific topics related .field theories in the</b></p> <p><b>Enabling students to think and analyze topics -4 C to teaching and how to deliver information related .to learners in the future</b></p>	<b>Emotional goals</b>

<b>Teaching and learning strategies .1</b>
<p><b>Teaching and learning strategies and methods adopted in implementing the .general program in</b></p> <p><b>Clarifying and explaining the study material</b></p> <p><b>How to display the form -2</b></p> <p><b>Lecture method -3</b></p> <p><b>learning method-Self -4</b></p> <p><b>learning-Relying on e -5</b></p> <p><b>discussion, exploration, the laboratory method, the method of ' In addition to method of solving problems, and other methods that trips and field visits, the facilitate the student's understanding of the academic material, in addition to</b></p>

**.inviting some professional bodies and organizing seminars with the students**

**Evaluation methods .2**

**.tages of the program in generalImplementing it in all s**

**Daily tests with specific questions -1**

**.Assigning grades for homework and class participation -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/skil (ls (if any	Specialization		the name	Scientific rank
lecture r	angel		private	general		
///	Perpetual angel			Life science	Mr. Dr. Majid Abdel Sattar Abdel Karim	.Mr
///	Perpetual 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		Atomic physics	physics	.Mr. Dr Wasfi Muhammad Kazem	.Mr
///	Perpetual angel	Head of Department	Solid state physics	Physics	Prof. Dr. Zuhair Hussein Jawad Kazem	Assistant Professor
///	Perpetual angel	Department rapporteur for preliminary studies	Philosophy of education	Philosophy in education	Prof. Israa Akef Ali	Assistant Professor
///	Perpetual angel	Scientific promotions decision	Physics of solids	Physics	A.M.D. Faryal Kazem Daoud	Assistant Professor
///	Perpetual angel		Microbiology	Life science	Prof. Dr. Aws Zamil Abdul Karim	Assistant Professor
///	Perpetual angel		Medical and molecular viruses	Microbiology	a. M. Dr.. Tamara Amer Taha	Assistant Professor
///	Perpetual angel		Methods of teaching life sciences	Teaching methods	of. Dr. Pr Qahtan Adnan Mahmoud	Assistant Professor
///	Perpetual angel		Microbiology	Life sciences	Prof. Sondos Adel Naji	Assistant Professor
///	Perpetual angel	Director of the administrative unit at the college	tsplan	Life sciences	A. M. Khamail Ali Karim	Assistant Professor
///	Perpetual angel		Life technologies	Life science	A.M. Rana Hussein Nasser	Assistant Professor

///	Perpetual angel		Methods of cescien teaching	Sciences	Mother. Mona Abdullah Ismail	Assistant Professor
///	Perpetual angel		Life science	Life science	M. Dr. Muhammad Ali Hussein Abdullah	Teacher
///	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 Mohammed Hamad	Teacher
///	Perpetual angel		Zoology. stologyHi	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 AbdelsanHa	Teacher
///	Perpetual angel		immunity	Medical Sciences	Moataz .M.D Yassin Hussein Aliwi	Teacher
///	Perpetual angel	or 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 Kazem	Teacher
///	Perpetual angel		Molecular biology	Life sciences	Eng. Israa Tariq Akul Bireh	Teacher

///	Perpetual angel		Microbiology	Life sciences	Eng. Ammar dnan A Tohme Ali	Teacher
///	Perpetual angel		Methods. teaching. Chemistry	Chemistry	Israa. . M Survivor. Kazem	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	M. M. Farah Hassan Hadi Hassan	assistant teacher
///	Perpetual angel		of Methods teaching science	Teaching methods	M. M. Duha Yahya Muhammad Ali	assistant teacher
///	Perpetual angel		Methods of teaching science	Teaching 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 composites	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 acherte
///	Perpetual angel		Methods of teaching science	Teaching methods	M. M. Muhammad Shaker Mahmoud Hussein	assistant teacher
///	Perpetual		Methods of teaching science	Teaching methods	millimeter. Zainab Qasim	ssistant a teacher

	al angel				Muhammad	
///	Perpetu al angel		Chemistry	Chemistry	millimeter. Saleh Mahdi Saleh	assistant teacher

### Professional development

members Orienting new faculty

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

Professional development for faculty members

ster's and Setting priority for applying to postgraduate studies for holders of ma 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

.thodological books, if available Lectures and me –

.The Internet –2

.Field visits –3

.Scientific trips –4

.Libraries –5

.Meetings with some professional bodies –6

### Program development plan .7

The proposals are submitted to the Dean and approved at the Deans' ample in the sectoral meetingmeeting, for ex

Adding the below materials to the sectors without affecting the number of

**units**

**.Developmental psychology-**

**.Principles of education-2**

**.Procedural research with theoretical and practical hours -3**

**.th special needsMethods of teaching people wi-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**

**.ational planningEduc -9**

**.and management leadership Educational - 10**

<b>Program skills chart</b>															
<b>Learning outcomes required from the programme</b>												<b>Essential or optional</b>	<b>Course Name</b>	<b>Course Code</b>	<b>Year/level</b>
<b>Value</b>				<b>Skills</b>				<b>Knowledge</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>	

														principles of basic education		the second
√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	Islamic education	SCBB04IE125	
√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	General physics	SCBB04GP121	
√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	Human biology	SCBB04HB122	
√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	Laboratory security and safety	SCBB04SSL126	
√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	Arabic	SCBB04AL215	the second
√	√	√	√	√	√	√	√	√	√				Basic	English	SCBB04EL216	/d
√	√	√	√	√	√	√	√	√	√				Basic	the computer	SCBB04CO217	the third
√	√	√	√	√			√	√	√	√	√	√	Basic	Counseling and mental health	SCBB04PH214	
√	√	√	√	√	√	√	√	√	√	√	√	√	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	Histology and 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>cBasi</b>	<b>Educational administration and supervision</b>	<b>SCBB04EMS417</b>	
√	√	√	√	√	√	√	√	√	√	√	√	<b>Basic</b>	<b>Practical education (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 physiology</b>	<b>SCBB04AL</b>	
√	√	√	√	√	√	√	√	√	√	√	√	<b>Basic</b>	<b>Application</b>	<b>SCBB04TP421</b>	
√	√	√	√	√	√	√	√	√	√	√	√	<b>Basic</b>	<b>Graduation research</b>	<b>SCBB04TP422</b>	

to the individual learning outcomes from the program subject to evaluation Please check the boxes corresponding ●

## 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>	
None	
<b>Prerequisite(s)</b>	
(Number of study hours (total)/number of units (total))	
Theoretical 2 Practical Number of units 5 3	
<b>Name of the course administrator (if more than one name is mentioned)</b>	
Contact 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 factors affecting them, and interpreting the outcomes of events that 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 * Educational changes among students and plan to meet in terms of 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 The Study Object
<b>Teaching and learning strategies</b>	

<b>The lecture - Discussion- Interrogation - Simulation - Laboratory method</b>	<b>e strategy</b>
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<b>Course structure</b>						
<b>Mode</b>	<b>Evaluation method</b>	<b>Learning method</b>	<b>Required learning outcomes</b>	<b>Name of the unit or topic</b>	<b>hours</b>	<b>the week</b>
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	knows the origin of the Earth, theories of the origin of life, religion and evolution of life	origin of life	5	
Continuous evaluation (reports- participation)	Interaction- duties	discussion and questions	definition and historical development of biology and its fields	taxonomy	5	
Continuous evaluation (reports- participation)	Interaction- duties	modified lecture discussion	knows the official method for naming species	scientific nomenclature	5	
Continuous calendar (learning)	Duties- Reports Interaction	modified lecture discussion	knows the kingdoms: Archaea Above the kingdom of Archaea Above the kingdom of Bacteria Above the kingdom of Fungi -Eukaryotes Above the kingdom of Protozoa Above the kingdom of plants and animals	classification of organisms	5	
Continuous calendar (learning)	Duties- Reports Interaction	discussion and the questions	describes its characteristics and uses	bacteria	5	
				1st month exam	5	
Continuous calendar (learning)	Duties- Reports Interaction	discussion and the questions	describes types and recipes for each type		5	
Continuous calendar (learning)	Assignments- Reports Interaction	discussion and the questions	describes how to organize and multiply cells and cloning and genetics Mendel's laws and mutations	genetic material	5	
Continuous calendar (learning)	Duties- Reports	discussion and the questions	describes the origin of evolution, mechanisms of evolution and evidence	development	5	

Interaction					
Continuous calendar (ring) duties- Reports- Interaction-	discussion of the questions	Animal hormones definition, types and effects hormones definition, -tarianism Vegetables, and plant hormonal regulation	hormones	5	
Continuous calendar (ring) duties- Reports- Interaction	discussion of the questions	definition, history, immune organs in the body, and types of immunity	immunology	5	
Continuous calendar (ring) duties- Reports Interaction	discussion And the questions	definition, historical overview, name, and hypotheses of its origin	viruses	5	
Continuous calendar (ring) assignments -Reports Interaction -	discussion And the questions	Enzymes: a group of metabolic reactions that occur in living cells convert biochemical energy	enzymes cellular respiration cellular	5	
			exam ethlym	5	

#### 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

15 = Practical exam score

Final theoretical exam score = 40

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 and references books a (...scientific journals, reports)
	Electronic references, Internet sites

### Course description form

(Logic (mathematics : Course name
BB04L113 : code Course
24-First 2023 : Year /Semester
23/1/10 : prepared description was Date this
Mandatory : Available forms of attendance
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 † Dawoud Prof. Dr. Faryal Kazem :Name

**objectives Course**

<p>the student able to define the science of logic, what a statement is, and how two -1                  ed together using conjunctions statements can be                  t is the algebra of expressions and what are dialogues? The student can solve examples of                  ch topic mentioned                  student can identify the group, distinguish between them, and know the algebra -2                  ems for algebra of groupsof groups and the th                  student should distinguish between sets and relations, know ordered pairs, -3                  tesian multiplication, and how to find equivalence rows</p>	<p><b>objectives of the                  dy subject</b></p>
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**Teaching and learning strategies**

<p>ecture method •                  errogation method •                  lation methodSi •                  scussion method •</p>	<p><b>strategy</b></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>• ture method</li> <li>• rrogation</li> <li>• thod</li> <li>• lation</li> <li>• thod</li> <li>• Discussion method</li> </ul>	ries	inition of logic, phrase and l nnecting phrases	2	1
Homework/r eports	<ul style="list-style-type: none"> <li>• ture method</li> <li>• rrogation</li> <li>• thod</li> <li>• lation</li> <li>• thod</li> <li>• Discussion method</li> </ul>	ferries	ut Solve questions nnecting tools ries	2	2
Homework/r eports	<ul style="list-style-type: none"> <li>• ture method</li> <li>• rrogation</li> <li>• thod</li> <li>• lation</li> </ul>	ferries	ence and Logical equ logues	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>• Prerogation 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>• Prerogation 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>• Prerogation 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>• Prerogation method</li> <li>• Evaluation method</li> <li>• Discussion method</li> </ul>	the group	orems on algebra of groups the Union	2	8
Homework/reports	<ul style="list-style-type: none"> <li>• Structure method</li> <li>• Prerogation method</li> <li>• Evaluation method</li> <li>• Discussion method</li> </ul>	the group	Theorems on algebra groups the intersection	2	9

Homework/reports	<ul style="list-style-type: none"> <li>• structure method</li> <li>• interrogation</li> <li>• method</li> <li>• calculation</li> <li>• method</li> <li>• Discussion</li> <li>• method</li> </ul>	the group	theorems about the group's complement and the virtue of the group	2	10
Homework/reports	<ul style="list-style-type: none"> <li>• structure method</li> <li>• interrogation</li> <li>• method</li> <li>• calculation</li> <li>• method</li> <li>• Discussion</li> <li>• method</li> </ul>	relations	definition of ordered pair and Cartesian multiplication	2	11
Homework/reports	<ul style="list-style-type: none"> <li>• structure method</li> <li>• interrogation</li> <li>• method</li> <li>• calculation</li> <li>• method</li> <li>• Discussion</li> <li>• method</li> </ul>	relations	properties of Cartesian multiplication	2	12
Homework/reports	<ul style="list-style-type: none"> <li>• structure method</li> <li>• interrogation</li> <li>• method</li> <li>• calculation</li> <li>• method</li> <li>• Discussion</li> <li>• method</li> </ul>	relations	relationship and inverse relationship	2	13
Homework/reports	<ul style="list-style-type: none"> <li>• structure method</li> <li>• interrogation</li> <li>• method</li> <li>• calculation</li> <li>• method</li> <li>• Discussion</li> <li>• method</li> </ul>	relations	equivalence row and finding equivalence rows	2	14
			second month exam	2	15

**Course evaluation**

assigned to the student, such as daily Distribution of the grade out of 100 according to the tasks 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 (...entific journals, reportsreferences (sci
Introduction to finite mathematics, Dr. -2 Mustafa Ahmed and others	
benefit bsitesDirecting students to some we n them	ctronic 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>
Requirements Available attendanc .A
Mandatory
(Number of study hours (total)/number of units (total
Units 4 / <b>hours 125</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>or Method of determining concentrations</b> <b>Calculate the molar</b>			fourth  th  venth  II  nth  e tenth
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		<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 s</p>			
--	--	---	--	--	--

		<b>carbonate solution from pharmaceutical preparations solution C ) from pharmaceutical preparations</b>			
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**Course evaluation**

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

**Learning and teaching resources**

eginning chemistry	quired textbooks (methodology, if any
ndamentals of modern general chemistry	ain references (sources
	ded supporting books and Recommen (....references (scientific journals, reports
	ctronic references, Internet sites

## Course description

**Subject: Basics of educational psychology**

Course Name	
Basics of psychology	
Code Course	
BB04BGP114	
Year / semester	
1 <sup>st</sup> / 1 <sup>st</sup>	
Description was prepared Date this	
23-10-01	
Available attendance forms .A	
Mandatory	
(Number of study hours (total)/number of units (total)	
45 /hour 2	
If more than one name is ) Name of the course administrator	
(Mentioned)	
Name: M. Israa Naji Kazem Email	
:Amiel - Lecturer Yousry Khalaf Muhammad Al	
basicsci42@uodiyala.edu.iq	
Course Objectives	
<b>Cognitive objectives -A</b> Enabling students to obtain knowledge and - understanding of general psychology in terms of its origin, concept, goals	<b>: Objectives of the study material</b> Introducing students to general - terms of its psychology in general, in origins, concept, goals, branches, and

**.relationship with other sciences**  
**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 -**  
**psychology and understanding of schools of**  
**.the intellectual orientations of each of them**  
**Enabling students to obtain knowledge and -**  
**understanding of human behavior and the**  
**physiological and psychological foundations**  
**.affecting it**  
**Enabling students to obtain knowledge, -**  
**ng, analysis and interpretation of understandi**  
**.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**  
**aning, importance, conditions, and me**  
**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**  
**.tionsensation, perception and atten**  
**Enabling students to obtain knowledge, -**  
**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 -**  
**hes of theoretical and applied branc**  
**. psychology**  
**. Evaluates psychology schools-**  
**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 -**  
**hools that important Western sc**  
**.focused on psychological studies**  
**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,**  
**ensations, perception, and emotions, s**  
**.(attention**  
**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**  
**nts' appreciation for the role of Stude -**  
**psychology in understanding human**  
**behavior in order to control and direct**  
**.it**

**Teaching and learning strategies**

delivering or lecturing - errogation - scussion and problem solving - library and the international Asking students to visit - ormation network	<b>strategy</b>
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**Course structure**

<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>Enabling students</b>	<b>3</b>	<b>the first</b>

<b>Class participation</b>	<b>Diction - - Interrogation - Discussion</b>	<b>: General psychology Its origin, development, and concept and Its objectives .branches</b>	<b>: to Knowing how - general psychology .emerged efining the basic D - concepts of general .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 - of Arab and role Muslim scholars in the field of .psychology</b>	<b>3</b>	<b>the second</b>
<b>Writing short or research reports individually or collectively, on the topic</b>	<b>- Discussion - Interrogation Problem - Solving</b>	<b>the behavior - Factors influencing - behavior (genetics (and environment</b>	<b>Enabling students : to Identify the - concept of .behavior Analyzing the - factors that .influence behavior</b>	<b>3</b>	<b>the third</b>
<b>Daily exams</b>	<b>Diction - - Discussion - Interrogation</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>the 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><b>3</b></p>	<p><b>Fifth</b></p>
<b>First month exam</b>					<b>VI</b>
<p><b>Class participation</b></p>	<p><b>Diction - rogatiInter on - Discussion</b></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><b>3</b></p>	<p><b>Seventh</b></p>
<p><b>Class participation</b></p>	<p><b>Diction - Interrogation - Discussion</b></p>	<p><b>) Learning theories Pavlov's classical conditional learning ( theory</b></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 . timulis</p>	<p><b>3</b></p>	<p><b>VIII</b></p>
			<p>Enabling students</p>	<p><b>3</b></p>	

Daily exams	Diction - - Interrogation - Discussion	Kohler's insight . learning theory	:to Students' - understanding of the concepts of foresight learning theory he Analyzing t - laws that explain learning according . 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 the future and 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 ncepts of co sensation, perception and . 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 . nsdistractio	3	eleventh
Daily exams	Diction - - Interrogation - Discussion	Personal	Enabling students :to Knowing the - concept of . personality Identifying the - rs affecting facto . personality	3	twelve

			Analysis of - personality . characteristics Understanding - . personality types		
<b>Second month exam</b>					<b>Thirteenth</b>
<b>Discussing individual research and group and reports</b>					<b>fourteenth</b>
<b>General Review</b>					<b>Fifteenth</b>
<b>Course evaluation</b>					
<b>Oral exams -</b> <b>Written exams -</b> <b>Performance tests -</b>					
<b>Learning and teaching resources</b>					
Books related to basic education - Education curricula Books related to educa - and courses			<b>Required textbooks (methodology, if any</b>		
Muhammad Shamsi, Abdul Amir - General Psychology (2011) Hindawi-Zaghoul, Imad and Ali Al-Al - Introduction to Psychology (2004) (1997) Abdel Khaleq, Ahmed Ahmed - Foundations of Psychology Other books -			<b>Main references (sources</b>		
Muhammad Shamsi, Abdul Amir - General Psychology (2011) Educational and psychological - research journals Psychological studies journals -			<b>Recommended supporting books and (....references (scientific journals, reports</b>		
Benefit from educational websites related to course topics			<b>Electronic references, Interne</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 : e forms of attendance Available	
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>Doing arithmetic Distinguishing between numerical and vector quantities. Identifying •</p> <p>Operations in adding and subtracting vectors and vector and numerical</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>Coefficient of friction motion, friction, and</p> <p>Understand the laws of work, energy and power •</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 • nulation •	ic -Measurement - ived unitsand der ernational System of 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 • Discuss • nulation •	lar and vector antities	e student knows nerical and vector antities	6	
Written and oral perform ncea tests	ecture • laboratory • scussion • Simulat • ion	ir 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	e student will be able 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>	analysis Vector	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	e student can solve mples of linear tion and apply ws of linear motion		
			month examF		
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	e student understands 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 efits, and friction, its 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 ability	the student should give examples of work and ability		
Written and oral performance tests	<ul style="list-style-type: none"> <li>• lecture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	and its types Energy	that the student knows that it is energy and solve examples of energy		
			cond month exam		

### Course evaluation

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

### 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>• primary the</li> <li>• e 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>	Recommended supporting books and references (...scientific journals, reports)
<ul style="list-style-type: none"> <li>• ab Physics Forum</li> <li>• ucational physics website</li> </ul>	ctronic references, Internet sites

### Course description form

: 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 units (total/(Number of study hours (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          . ( ate an and its sisterspredic , noun was and its sisters</p> <p>students to obtain knowledge and understanding Enabling –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, ) : Burdah by Ka'b bin Zuhair          , Literary life in the Umayyad era , ( verses 10 memorization of          10 memorizing ) Jarir : first model , poetry of contradictions          ( ersedv 10 memorizing ) Farazdaq–Al : second model ,( verses</p> <p>Enabling students to obtain knowledge and - 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 course The skills objectives of - B</p> <p>. Skills in literature - B1</p>	<p>objectives of the          dy subject          At the end          of the          cademic a          year, the          student will          :be able to</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**

**zes the importance of the impact of the doctrine He reali -2 C**

. **of monotheism in life**

**Teaching and learning strategies**

ecture method •

errogation method •

nulation method •

scussion method •

strategy

**Course structure**

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

			predicate an and its . ( sisters		
written and oral performance	<ul style="list-style-type: none"> <li>• ture</li> <li>• laboratory</li> <li>• discussion</li> <li>• Simulation</li> </ul>	<b>Grammar</b>	<p><b>Learn2. •</b></p> <p><b>) Literature</b></p> <p><b>Asr in literary life</b></p> <p><b>( Islam Sadr</b></p> <p><b>And features</b></p> <p><b>), characteristics</b></p> <p><b>sermon</b></p> <p><b>argument</b></p> <p><b>To the Goodbye</b></p> <p><b>Messenger</b></p> <p><b>Generous</b></p> <p><b>□□□ Muhammad</b></p> <p><b>For Prada poem,</b></p> <p><b>: Zuhair nso heel</b></p> <p><b>His life, (</b></p> <p><b>commentary</b></p> <p><b>We Cash</b></p> <p><b>10 memorize</b></p> <p><b>Life), verses</b></p> <p><b>in Literary</b></p> <p><b>, Umayyad era</b></p> <p><b>poetry</b></p> <p><b>, Contradictions</b></p> <p><b>Jarir: First model</b></p> <p><b>10 memorize(</b></p> <p><b>) verses</b></p> <p><b>Second</b></p> <p><b>-Al : model</b></p> <p><b>) Farazdaq</b></p> <p><b>memorize</b></p>	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 ' predicate passive ' subject noun ' ctsubje 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>literature</b>	<b>Solar and • lunar letters Writing 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>	literature	<p><b>The rules to learn of the Arabic language in</b></p> <p><b>) grammar</b></p> <p><b>• subject</b></p> <p><b>• predicate</b></p> <p><b>passive • subject</b></p> <p><b>noun • subject</b></p> <p><b>was and its sisters</b></p> <p><b>predicate an and •</b></p> <p><b>.( its sisters</b></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</b></p> <p><b>) grammar</b></p> <p><b>• subject</b></p> <p><b>• predicate</b></p> <p><b>passive • subject</b></p> <p><b>noun • subject</b></p> <p><b>was and its sisters</b></p> <p><b>predicate an and •</b></p> <p><b>.( its sisters</b></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><b>to learn</b></p> <p><b>) Literature</b></p> <p><b>in literary life</b></p> <p><b>Islam Asr Sadr</b></p> <p><b>And features(</b></p> <p><b>characteristics</b></p> <p><b>sermon),</b></p> <p><b>argument</b></p> <p><b>To Goodbye</b></p> <p><b>the Messenger</b></p>	2	10

			<p><b>Generous</b></p> <p>□ Muhammad poem, □ □</p> <p><b>For heel Prada</b></p> <p><b>: ( Zuhair son</b></p> <p><b>His life,</b></p> <p><b>commentary</b></p> <p><b>We Cash</b></p> <p><b>10 memorize</b></p> <p><b>Life), verses</b></p> <p><b>in Literary</b></p> <p><b>, Umayyad era</b></p> <p><b>poetry</b></p> <p><b>Contradiction</b></p> <p><b>First model, s</b></p> <p><b>( Jarir:</b></p> <p><b>10 memorize</b></p> <p><b>) verses</b></p> <p><b>Second</b></p> <p><b>-Al : model</b></p> <p><b>) Farazdaq</b></p> <p><b>memorize</b></p> <p><b>( verses 10</b></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><b>to learn</b></p> <p><b>Writing</b></p> <p><b>dictation</b></p> <p><b>: in Dictation</b></p> <p><b>Orthographic, •</b></p> <p><b>phonetic and</b></p> <p><b>alphabetical</b></p> <p><b>order of the</b></p> <p><b>. Arabic letters</b></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 ta' 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, in was and its predicate and 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 .etc (preparation, daily, oral, monthly, written exams, reports					
Learning and teaching resources					
<b>nothing</b>			required textbooks (methodology, if any		
<b>Explanation of the drop of dew • and the sound of echoes, by Ibn . Hisham</b>  <b>Wafi, Abbas –Nahw Al–Al • . Hassan</b>			main references (sources		
<b>Books of ancient grammarians•</b>			References Recommended supporting books and r		

<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>. Lisan Al Arab blog website●</li> <li>. aryComprehensive libre●</li> <li>. Scientific Council website●</li> <li>. Fasih Network–Al ●</li> </ul>	ctronic references, Internet sites

### Course description form

Course Name
Basic education principles
Code of Course
BB04BEP123
Year /Semester
cond/first
Description was prepared Date this
23-10-01
Available attendance forms
mandatory
(Number of study hours (total)/number of units (total
2 /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

- Introducing students to general basic education
- Providing students with the ability to recognize the main inputs that are important to education
- Familiarizing students with the basic education systems in some Arab countries
- Introducing students to the basic education systems in some foreign countries
- Helping students learn about the educational problems facing basic education in Iraq
- Raising students' awareness of the educational problems facing basic education and identifying them
- Introducing students to the impact of educational problems on the educational process
- Raising students' awareness of the causes of educational problems

#### Skills objective - B

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

### Teaching and learning strategies

- Lecture and presentation
- Interrogation
- Discussion
- Simulation

### Course structure

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

		basic education education Basic - inputs	characteristics, and its main inputs		
Performance tests oral and ) (written	tion - errogation - cussion- ulation -	Basic education in - some Arab countries asic education in B - 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 -	ducation in Basic e - 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 untriesco		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 ome familiar with bec the basic education systems in some foreign countries		enth
Performance tests and oral) (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		I
Performance tests oral and ) (tenwrit	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 nd oral a) (written	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 (oral and written)</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 - books related to education curricula Boo - 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 (...journals, reports references (scientific</b>		
Benefit from educational websites related to course topics			<b>ctronic references, Internet sites</b>		

## Course description

human biology :Subject

Course Name
human biology
Code Course
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
More than one name is if more) 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
Objectives Course
<b>Cognitive objectives –A</b> <b>learn about human biology •</b> <b>Understand To show man's position in •</b> <b>know the human body systems •</b> <b>show the structures of the systems that make up the human body •</b> <b>draw the device structures •</b> <b>explain how these devices work •</b> <b>recognize the types of systems that make up the human body •</b> <b>the systems that make up the human body To mention the benefits •</b>

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 in •

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

als based–Emotional and value –C

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

the laboratory performance ink and analyze topics related to practicalto th To be able •

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

ffect the th diseases to think and analyze topics related to finding treatments for To be able •

ody various systems of the human

### Teaching and learning strategies

<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	strategy
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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>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	Concept of human biology	Learn about human biology		first
Performance tests (oral / written)	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>	Human body systems 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>metabolic device</li> <li>peripheral devices</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 system</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>student can</li> <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>arteries -</li> <li>veins -</li> <li>trachea and its branches -</li> <li>alveoli -</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>		even
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>throat -</li> <li>trachea -</li> <li>bronchioles -</li> <li>alveoli -</li> <li>external and internal breathing</li> </ul>	<ul style="list-style-type: none"> <li>describes the</li> <li>The student identifies</li> <li>important</li> <li>components</li> <li>of the respiratory system</li> <li>and its parts</li> </ul>		11
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>should be able to</li> <li>The student</li> <li>is able to determine</li> <li>parts of the nervous system</li> </ul>		11th
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>legislation -</li> <li>pharmacology -</li> <li>steroids -</li> <li>addiction -</li> <li>substance abuse -</li> </ul>	<ul style="list-style-type: none"> <li>student should be able to</li> <li>enumerate</li> <li>primary</li> <li>Parts of the</li> <li>system</li> </ul>		10th
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>arteriosclerosis -</li> <li>diabetes -</li> <li>alcohol addiction -</li> <li>smoking -</li> </ul>	<ul style="list-style-type: none"> <li>the student to get to</li> <li>show</li> <li>chronic diseases that</li> <li>affect devices</li> <li>different</li> </ul>		11th

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

**Course evaluation**

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

**g resources Learning and teachin**

ooks related to human biology - ooks on human anatomy and physiology -	quired textbooks (methodology, if any
rces - bsites -	in references (sources
ournals on human anatomy and other Scienti 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 – steryear/first seme /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
(if more than one name is mentioned) 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**

<p>Introducing the nature of human rights and *          Democracy          Mechanisms for implementing human rights and *          Democracy in Arab countries          Establishing the foundations and standards of *          Human rights and democracy</p>	<p>Objectives of the study subject</p>
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**Teaching and learning strategies .9**

<p>Characteristics, Creating a general atmosphere to learn about the general principles of human rights and democracy, as well as preparing a teacher who believes in applying human rights and democracy mechanisms</p>	<p>Strategy</p>
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**Course structure .10**

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Theoretical lectures	Theoretical lectures	<p>The first topic: -            human rights in ancient times            The second -            topic: human rights and ancient Roman philosophy            concept : The origin of democracy and</p>	<p>Definition of human rights            democracy            times in ancient</p>		the first
Theoretical lectures	Theoretical lectures	<p>third topic: The -            Human rights in ancient Arab thought            The fourth topic: -            human rights Islamic and civilization</p>			the second
Theoretical lectures	Theoretical lectures	<p>types of democracy            The fifth topic: -            Human rights and the Magna Carta (the Great )</p>	<p>Introducing human rights            democracy            European countries</p>		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 - the topic 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 - the topic 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 right valuation components and requirements democracy 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 democratic system Section Four: - Children's rights Section Five: -	Types of rights and democracy	6	VI
Theoretical lectures	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 democratic system Section Four: - Children's rights Section Five: -	Methods and methods	6	Seventh
Theoretical lectures	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 democratic system Section Four: - Children's rights Section Five: -	Systems 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 ment, move 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 exams 5 marks Participation and attendance 5 marks Preparation of a report 60 marks End of semester written exam

**Learning and teaching resources .12**

thing	required textbooks (methodology, if any
<p>uman Dulaimi, H-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</p> <p>Hussein Jamil, Human Rights in the .D-3  Arab World, Center for Arab Unity  .Lebanon, 1986 - Studies, Beirut</p> <p>yati, Human -D. Rifaat Sabri Salman Al-4  ghts in the Constitutions of the Arab World  Comparative Analytical Study, Dar Al -  13 ,Lebanon - 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  Tilly, translated by Muhammad Charles-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  cy, Nahdet D. Sabry Saeed, Democra-4  Misr for Printing, Publishing and  .Distribution, Cairo, 2007</p>	
<p>hing</p>	<p>ctronic references, Internet sites</p>

## Course description

**Subject: cell science**

<p>Course Name .13</p>
<p>ology</p>
<p>Code Course .14</p>
<p>BB04CL211</p>
<p>Year /Semester .15</p>
<p>1st/second</p>
<p>Description was prepared Date this .16</p>
<p>23-10-01</p>
<p>Available attendance forms .A.17</p>
<p>mandatory</p>
<p>(Number of study hours (total)/number of units (total).18</p>
<p>0</p>
<p>If more than one name is ) Name of the course administrator .19</p>
<p>(mentioned</p>
<p>haalqaysi@uodiyala.edu.iq :Name: Prof. Rana Hussein Nasser Email</p>
<p><a href="mailto:sicsci38@uodiyala.edu.iq">sicsci38@uodiyala.edu.iq</a> :Lecturer Muhammad Shaker Mahmoud</p>
<p>Objectives Course .20</p>

learn about cell science •

show the types of differences between cells and their locations •

learn about the work of each type of cell •

Cognitive 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 •

identify types of organelles according to function...etc To recognize •

Skills objectives of the course –B

compare cell types •

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

differentiate plant and animal cells between To distinguish •

describe the relationship between the work of these devices with each other To mention the interconn •

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

Personal goals –and value Emotional –C

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

perform laboratory tasks to analyze topics related to practical to think and an To be able •

### Teaching and learning strategies .21

<ul style="list-style-type: none"> <li>• lecture</li> <li>• open discussion</li> <li>• simulation</li> <li>• laboratory</li> <li>• self-education</li> </ul>	strategy
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### Course structure .22

Evaluation method	Learning method	Unit or Name of the unit 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>- self-education</li> </ul>	microscope and its uses	<ul style="list-style-type: none"> <li>- brief history of cell</li> <li>- relationship of cell to other sciences</li> </ul>		first

formance tests (oral / written)	ulation - porator -  cussion - ure -	ow to use a microscope-	els of organization -2 heory		second
formance tests (oral / written)	ulation - porator -  cussion - ure -	concept of - s prokaryotic concept of eukaryotic - s	l structure, cell size-3 l shape Cell number pes		third
formance tests (oral / written)	ulation - porator -  cussion - ure -	concept of the cell in - general form advantages And its relationship to - edity	karyotic -4 s/bacteria aryotic cells – Algae imals\plants\Protists		fourth
formance tests (oral / written)	ulation - porator -  cussion -	nt Cell- importance - Its advanta -	ma \Cell contents-5 oplasmic \membrane culum gi system/body state		th
formance tests (oral / written)	ulation - cussion-	plant cell and its - racteristics	l The nucleus / cell-6		
formance tests (oral / written)	ulation - porator -  cussion - ure -	mal cell- importance - advantages -	/vacuolesPlas-7		enth
formance tests (oral / written)	ulation - porator -  cussion - ure -	mal cell- advantages - And - portance	ganic ingredients-8 de the cell roteins- rbohydrates- s- cleic acids-		I
estsPerforman (oral / written)	ulation - porator -  cussion - ure -	lular division - living anisms	rganic components-9 s - salts - Water- ses romosomes-10		th
formance tests (oral / written)	ulation - porator -  cussion - ure -	otic phases - lular in cells	st month exam -11		e 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>Attributes of objects-stock used for</li> <li>Stance in genetics experiments</li> </ul>	<ul style="list-style-type: none"> <li>Cell division-12</li> <li>Mitosis</li> <li>Meiosis</li> </ul>		<ul style="list-style-type: none"> <li>Seven</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 their representation</li> <li>Cells in live form</li> </ul>	<ul style="list-style-type: none"> <li>Stages of sperm -13</li> <li>Fertilization</li> <li>Development of egg stages</li> </ul>		<ul style="list-style-type: none"> <li>Eleven</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>How to represent it in its live form</li> </ul>	<ul style="list-style-type: none"> <li>Brief history of cell -14</li> <li>Evolution</li> <li>Relationship of cell science to science</li> <li>and other</li> </ul>		<ul style="list-style-type: none"> <li>Fourteen</li> </ul>
Performance tests (oral / written)		<ul style="list-style-type: none"> <li>End month exam</li> </ul>	<ul style="list-style-type: none"> <li>End month exam</li> </ul>		<ul style="list-style-type: none"> <li>Four</li> </ul>
Performance tests (oral / written)		<ul style="list-style-type: none"> <li>Comprehensive exam</li> </ul>	<ul style="list-style-type: none"> <li>Comprehensive exam</li> </ul>		<ul style="list-style-type: none"> <li>Seven</li> </ul>
Course evaluation .23					
<ul style="list-style-type: none"> <li>Oral exams -</li> <li>Written exams -</li> <li>Performance tests -</li> <li>Research and reports -</li> </ul>					
End teaching resources Learning a .24					
Books related to cell science -			Required textbooks (methodology, if any)		
Resources -			In references (sources)		
Websites -					
And other Scientific journals related to the published research			Recommended supporting books and		
			(...references (scientific journals, reports		
..			Electronic references, Internet sites		

### Course description form

Course Name
Prerequisites
Title of Course
BB04CO217
Year /Semester
2nd3
Description was prepared Date this
24 - .a
Prerequisite attendance forms Available .A
Mandatory
(Number of study hours (total)/number of units (total

if more than one name is ) Name of the course administrator (mentioned					
<a href="mailto:lrikabi@gmail.com">lrikabi@gmail.com</a> : email Name: Dr. Yasser Ismail Hamidal					
objectives Course					
<p>Students' knowledge of the concept of computers</p> <p>Computers importance of the Students' knowledge of</p> <p>Identify the most important commonly used methods</p> <p>Innovations and developments develop important Identify the most</p> <p>Computers in</p> <p>For the sake of mastery and calculations learn about To</p> <p>Activity</p>			<p>Objectives of the study subject</p>		
Teaching and learning strategies					
<p>Enabling students to obtain knowledge and understanding of the concept of</p> <ul style="list-style-type: none"> <li>Computers</li> <li>Gain knowledge and understanding of the concept of computer</li> <li>Enabling students to</li> <li>Programs</li> <li>Enabling students to obtain knowledge and understanding of the concept of computer</li> <li>Methods</li> <li>Enabling students to obtain knowledge and understanding of commonly used</li> <li>Computer concepts</li> <li>Enabling students to obtain knowledge and understanding of the concept of</li> <li>Diversifying computers</li> <li>Enabling students to obtain knowledge and understanding of the concept of computer</li> <li>Innovations and developments</li> </ul>					<p>Strategy</p>
Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
<p>Class participation,</p> <p>Course preparation,</p> <p>Orally exams</p>	<p>Classroom Discussion</p> <p>Group work</p> <p>Case study</p>	<p>Unit 1: Introduction to the program : Rose</p> <p>Unit 2: How to create a shortcut icon on the desktop for the program</p>	<p>Enabling students to</p> <p>Gain knowledge and understanding of the concept of</p> <p>Identify the most important commonly used methods</p>	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 in its and ex interface nponents 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 nu and its groups	abling students knowledge and understanding of appropriate software and operators influencing its operation, selection and follow	2	third
Class participation, lecture preparation, daily exams	‘ meet To to interrogate to ‘ discuss	planationExplanation portfolio and group paragraph	abling students to know understand concept of software and its advantages	2	fourth
Class participation, lecture preparation, daily and ‘exams 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 and ‘exams 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 editingp	2	venth
Class	‘ meet To	planation of the view	abling	2	II

participation, lecture preparation, daily exams	to interrogate to ' discuss	document view group, and group	students to know understand a concept of programmed education		
Class participation, lecture preparation, daily and 'exams practical application	' meet To to interrogate to ' discuss	planation of zoom and zoom group window and array of micro modules	abling students to learn and 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 and 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 e soft versification	2	eistic
Class participation, lecture preparation, daily exams	' meet To to interrogate to ' discuss	planation of a group illustrations	abling students to know and understand areas of use f compute	2	ond
Class participation, lecture preparation, daily And exams practice in applied	' meet To to interrogate to ' discuss	planation of a group links	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 header and footer group	abling students to know understand istical ograms	2	fourth
Class participation, pa lecture preparation, daily	' meet To to interrogate to ' discuss	planation of a set of and a set of mbols	abling students to know understand v to use	2	th

and exams practical application	discuss		revisions in computers		
<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					
<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		
			Internet sites Electronic references, In		

## 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					
weeks					
Available Attendance Forms: .5					
New Headway Plus (Beginner) 1st class					
Number of Credit Hours (Total) / Number of Units (Total) .6					
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	
Person lectures in the halls of the Science Department/College of -Weekly in Basic Education	
: (a)Number of study hours (total)/number of units (tot	
Hours 30	
Business .a	
If more than one name is ) Name of the course administrator (mentioned	
sicsci28@uodiyala.edu.iq : Amil -Name: A.M.D. Tamara Amer Taha Al	
Objectives Course	
<p>of viruses in terms of Introducing students to the scie – A position, structure, development, types of genetic material, methods of fection, and symptoms resulting from infection with viruses understands the mechanism of reproduction and the distinction –B terns of viruses the reproduction between gnostic methods Knows laboratory –C is infection the mechanism of Understand –D body’s defense mechanism against ,Explains immunity to viruses –E fection, 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>
Teaching and learning strategies	
<p>Teaching and learning methods e lecture -A erview and interrogation -B scussion -C egends blackboard- lored pens</p>	<p>strategy</p>

<p>viceData show</p> <p>ulptures, photographers</p> <p>rning outcomes, teaching, learning and evaluation .1</p> <p>ethods</p> <p>nowledge and understanding</p> <p>ows the science of viruses -A1</p> <p>ows viruses -A2</p> <p>Understands the mechanism of reproduct -A3</p> <p>plains the methods of infection and transmission of -A4</p> <p>uses</p> <p>knows the methods of prevention and treatment and -A5</p> <p>ows the proposed vaccines</p> <p>tinguish between families of DNA viruses and RNA -A6</p> <p>uses</p> <p>pecific skills-Subject</p> <p>es of viruses Draw the -B1</p> <p>tinguish between the lytic cycle and the cycle that -B2</p> <p>nerates lytic substances for viral reproduction</p> <p>aw a diagram of the pathogenesis of viruses -B3</p> <p>istinguish by drawing between enveloped and non -B4</p> <p>DNA viruses and RNA viruses enveloped viruses, such</p> <p>inking skills -</p> <p>alytical thinking -C1</p> <p>ee thinking and divergent thinking -C2</p> <p>ritical thinking -C3</p> <p>ovative thinking -C4</p>	
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Course structure					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
<p>l</p> <p>am</p> <p>y</p> <p>n,</p> <p>thly</p> <p>m</p>	<p>ure</p>	<p>ology -1</p> <p>ning viruses -2</p> <p>ms and genes of -3</p> <p>ises</p> <p>us reproduction -4</p> <p>us transmission -5</p> <p>hogenicity+</p> <p>h examFirst m -6</p> <p>es of laboratory -7</p>	<p>inition of virology, viruses, a</p> <p>orical overview, branches of</p> <p>biology</p> <p>wing the naming and -2</p> <p>sification of viruses</p> <p>roducing the shapes and -3</p> <p>inguishing + sizes of viruses</p> <p>ween types of DNA</p> <p>mechanism of -4</p> <p>roduction and the distinction</p> <p>ween reproductive cycles</p>		<p>first week1-</p> <p>second week2-</p> <p>third week3-</p> <p>fourth week4-</p> <p>fifth week5-</p> <p>sixth week6-</p> <p>seventh 7-</p> <p>k</p> <p>eighth week8-</p> <p>ninth week9-</p> <p>tenth week10-</p>

	<p>gnosis immunity to viruses + -8 immune response to A viruses</p> <p>ination + types of -9 herpes viruses viral families -10</p> <p>second month exam -11</p> <p>complementing viral -12 families</p> <p>A viral families -13</p>	<p>showing the ways and means -5 transportation the occurrence of pathogenicity</p> <p>first month exam -6</p> <p>knowledge of laboratory -7 viruses diagnosis</p> <p>showing the types of defense -8 mechanisms of the body against viruses + defining the response innate and acquired immunity of viral infection</p> <p>identifying the types of -9 viruses against viruses</p> <p>producing the RNA families-10</p> <p>exam Second mo -11</p> <p>complementing viral -12 families</p> <p>identification of RNA viral -13 families how it infects the cell and reproduces</p>	<p>first week 11- second 12- week</p> <p>third week 13- fourth 14- week</p> <p>fifth 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

preparation Daily p -4

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

Encouraging scientific competitions based on lecture material -6

### Learning and teaching resources

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

dition/Kindle Edition	
Magazine periodicals virus, medical virology, molecular biology	Recommended supporting books and (...nces (scientific journals, reportsrefere
Wikipedia, Pub med, Pubilon	ctronic references, Internet sites

### of the course description Growth

Course Name
Issues and embryos
Code Course
CBB04HE221
Semester/year
II
Date this description was prepared
23-10-01
Available attendance forms
Mandatory
(Number of study hours (total)/number of units (total
theoretical 2 practical weekly number of units 3 3
Name of administrator (if more than one name is Name of the cours (mentioned
to be tend Names
<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>The goal of descriptive histology is to understand the microscopic structure of tissues and how to organize it. Descriptive histology is describing a structure with It deals the function of cells, tissues and organs, using microscopic techniques related to development, function and repair of tissues and the organs. Tissue study helps descriptive in determining the causes of diseases, understanding their development, and determining appropriate treatments is also essential for training medical students, researchers and doctors in the field of medicine</p> <p><u>Diagnoses</u> the <u>Clinical histology study</u> from <u>The main objective issues</u> Determine its nature and extent of its impact <u>of illnesses</u> the body <u>and organs</u></p> <p><u>Clinical histology</u> Study helps for medical <u>Appropriate treatment</u> determining and <u>Treatment success</u> condition and evaluation determine the extent of its effect on tissues</p> <p><u>Understanding the</u> And the organs. It also helps <u>diseases and determining mechanisms of evolution</u> <u>and developing new treatments</u> Influencing it <u>factors</u></p>	<p><b>objectives of the study subject</b></p>
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<b>Teaching and learning strategies</b>
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<p>Lecturer -</p> <p>Discussion -</p> <p>Simulation -</p> <p>Interrogation -</p> <p>Laboratory method -</p>	<p>Strategy</p>
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<b>Course structure</b>
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Evaluation method	Learning method	Required learning outcomes	Name of the unit or topic	Lectures	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 tions of 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 tissues		
<b>interacti (on</b>	ture modified discussion -	protection, absorption and secretion sensory reproduction	epithelial tissue functions		
<b>Continu ous calendar particip) - ation</b>	discussion and request	cells and fibers are the basic substance	connective tissue		
			lam of the mouth the first		
<b>interacti (on</b>	discussion and the questions	cartilage is one of the structures structural important in the human body, which plays major role in many important vitality Of jobs the body	cartilage		
<b>Continu ous calendar particip) - ation</b>	discussion and the questions	special connective tissue	the bone -		
<b>Reports Duties-</b>	discussion and the questions	special connective tissue	blood, lymph and hematopoietic tissue		
<b>interacti (on</b>	discussion and the questions	the main component of nerves	nervous tissueN		
<b>Continu ous calendar particip)</b>	discussion and the questions	human morphology includes research into the study of body structure with its human regard	morphology in humans		

– 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>msaeed18@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	Learning	Name of the unit or	Required learning	hours	the
odmeth	method	topic	outcomes		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>Course evaluation</b> .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					
Principles of biochemistry 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					
plants					
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	Respiration and mineral 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			Photosynthesis		
Conduct a monthly test		Permeability			
	2 hours 2 theoretical lectures and 2 hours 2 practical		Tears and delivery		
	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						
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 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 Organizing, formulating, using and applying knowledge in .educational situations					tives of O study ject	
Teaching and learning strategies						
brainstorming - interrogation - discussion - Modified lecture motivational questions					strategy	
course structure						
Method	Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
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

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

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	dents' knowledge of the concept of .1
bliging students to obtain knowledge and -1	ching methods
erstanding of the concept of teaching	dents' 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 ying 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	Its advantages and disadvantages	Its pictures, advantages and disadvantages		Ninth
Daily exams	Question	The method of induction and measurement, its steps, advantages and disadvantages	Enabling students to know and understand the concept of group discussion		The tenth
	Interrogation	Live interrogation method and	Enabling students to know and understand the concept of		eleventh
	Discussion	s of type classroom questions	Enabling students to know and understand the t of the concep method of induction and analogy		twelveth
	Question	Team learning and programmed learning			Thirteenth
	Interrogation	Microlearning and correspondence education	Enabling students to know and understand the concept of live interrogation		fourteenth
	Discussion	Teaching			Fifteenth

		<p>planning</p> <p>The concept of diversifying teaching and the psychological and educational foundations for diversifying teaching</p> <p>Its Important skill 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>		
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			<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 (mentioned</b>	
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

data show

sculptures, photographs

strategy

learning outcomes and teaching, learning and evaluation .1

methods

knowledge and understanding

immunology Knows the science of -A1

describe the immune system and explain the primary immune organs, the secondary immune organs, and the types of cells Learn ab 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 work of the types of complement -B2  
 Distinguish between acute and chronic inflammation using diagrams -B3  
 explains the stages of phagocytosis and the mechanism of exit of phagocytic cells from blood vessels with a drawing -B4  
 outlines the differentiation of B and T cells -B5  
 distinguish by drawing between types of specific opposites -B6  
 drawing the types of allergies Explain immunology -B7  
 draw the mechanism of immune loading -B8  
 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	Learning Required learning outcomes	hours	the week
Final exam Mid exam Monthly	Lecture Offer pictures and lessons Demonstration	Immunology-1 Immune system-2 Innate immunity-3	Definition of immunology, -1 Immunity, overview Historical, enumerating the branches of immunology Explains the components of -2 Immune system	Weeks	1st week -1 2nd week -2 3rd week -3 4th week -4 5th week -5 6th week -6

	<p>es 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 eighth week -8 ninth week -9 tenth week-10 ek eleven-11 twelfth week-12 teenth weekThe t-13 fourteenth week-14 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 pollution, types of of pollution its and Air pollution 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 and 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>utrition 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 Course</b>
<b>BB04T314</b>
<b>Year /Semester</b>
<b>Second/third</b>
<b>Description was prepared Date this</b>
<b>/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	Diagnosis and nomenclature	Fields of taxonomy		
Conduct a C monthly test	Theoretical lectures hours 2 and 2	Classification systems	Artificial classification, natural classification and evolutionary classification		
Conduct a monthly test	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 course C</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 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>	
<p>of the Understanding the scientific meaning-1 concepts of measurement and evaluation and the .difference between them</p> <p>Recognizing the importance of evaluation and 2- learning about its most important areas, steps, and .types</p> <p>Giving students the skill in preparing different 3- .types of tests</p> <p>Providing students with the applied skill of the 4- basics of statistics in educational measurement and evaluation</p>	<p><b>Objectives of the study subject</b></p> <p>:lowingThis course aims to help students achieve the fol</p> <p><b>Cognitive objectives - A</b></p> <p><b>Enabling students to obtain -A1</b></p> <p><b>knowledge and understanding of</b></p>

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 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> Subject
<b>Teaching and learning strategies</b>	

ture - arning-E - scussion -					strategy
Course structure					
Evaluation method	arning Le method	Name of the unit or topic	Required learning outcomes	hours	the week
llection al	ture	importance of cts and their ead	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			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 system circulatory 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	
objectives Course	
Students' knowledge of the concept - ds of teaching metho	<b>objectives of the study subject</b>
Students' knowledge of the - importance of teaching methods	
Students' knowledge of diversifying - teaching and its strategies	
Identifying teaching methods for - mastery and creativity	
Identifying the most important - trends and innovations in teaching ethodsm	
Identify the most important - commonly used methods	
Teaching and learning strategies	
Delivering the lecture .1 Interrogation and discussion .2 learning-Self .3 Cooperative learning .4 ainstorming -5	<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	main 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

**Objectives Course****Cognitive objectives -A**The student should know what vaccines and -A1  
vaccines areThat the student realizes the importance of -A2  
studying serums and vaccinesThe student should know the main topics in -A3  
vaccines and vaccines

The student classifies the objects of the course of objectives skills The - B

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 vaccinesThe 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**

**educational The professor uses teaching strategies according to the situation 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
<b>Rapid exams</b>	<b>Lecture method</b>	<b>.Antiserum –1</b>	<b>Learn about</b>	<b>2</b>	<b>1</b>

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

			branches of serums and vaccines		
Scientific research and reports	Method of discussion and problem solving	Diffusion test -ب .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	.ion educationRadiat	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 .esvaccin	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
Scientific research and	Method of discussion and problem	.Immunization .4	Introduction to serums and	2	15

<b>reports</b>	<b>solving</b>		<b>vaccines</b>		
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 and final exams, reports, class and extracurricular activities...					
Learning and teaching resources					
thing			Required textbooks (methodology, if any		
			Main references (sources		
			Recommended supporting books and (...references (scientific journals, reports		
			Electronic references, Internet sites		

### **description form Course**

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

e first/2023	
Description was prepared Date this	
23/1/10	
Available attendance forms .A	
mandatory	
(Number of study hours (total)/number of units (total	
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>	
sicsci30@uodiyala.edu.iq :i EmailAnd M.M. Farah Hassan Had	
Objectives Course	
<p>At the end of the academic year, the student will A</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 Analyze the elements of • 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 -A3 to obtain students knowledge and understanding of the foundations of curriculum construction</p> <p>Enabling -A4 students to obtain knowledge and</p>

points of the textbook  
on edThe textbook is bas \*

understanding of  
the elements of the  
curriculum school  
Enabling -A5  
students to obtain  
knowledge and  
understanding of  
es ofthe typ  
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  
tain students to ob  
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 um school curricul 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 paper about the . 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>learning Required outcomes</b>	<b>hours</b>	<b>the week</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
rst month exam					.6
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>