

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

Academic Program and Course Description Guide
2025 – 2026

Academic Program Description Form

University Name: University of Diyala

College: College of Basic Education

Scientific Department: English Language

Name of the Academic or Professional Program: Basic Education – bachelor's degree in English Language

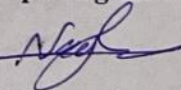
Final Degree Awarded: Basic Education – bachelor's degree in English Language

Study System: Semester System (Courses)

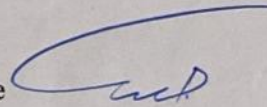
Date of Preparing the Description: 10-9-2025

Date of Completing the Description: 10-9-2025

Signature



Signature



Head of Department:
Assist. Prof. Dr. Nagham Jaafar
Majeed

Scientific Assistant Dean: Prof. Dr.
Haider Abdul Baqi Abass

Reviewed by:

Quality Assurance and University Performance Division

**Name of the Director of Quality Assurance and University Performance
Division:** Insit. Widian Habib Hameed, Ph. D.

Date: 21/4/2026

Signature:



Approved by the Dean:

Assist. Prof. Dr. Ayman AbduAoun

1. Introduction

An academic program is a coordinated and organized package of courses that encompasses procedures and experiences organized as individual study units. Its primary purpose is to build and refine graduates' skills, qualifying them to meet the requirements of the labor market. It is reviewed and evaluated annually through internal or external audit programs, such as the External Examiner program.

The academic program description provides a concise summary of the program's principal features and its courses, outlining the skills that students are expected to acquire in line with the program's academic objectives. This description constitutes the cornerstone for obtaining programmatic accreditation and is written collectively by teaching staff under the supervision of scientific committees in the respective academic departments.

This guide, in its second edition, provides an updated description of the academic program following revisions to the content of the previous guide in light of recent developments in Iraq's educational system. It includes the program description in its traditional form (annual and semester systems), in addition to an accredited general academic description issued pursuant to the letter of the Studies Directorate No. T.M3/2906 dated 3/5/2025, regarding programs adopting the Bologna Process as their operational framework.

In this context, we reaffirm the importance of writing academic program and course descriptions to ensure the sound operation of the educational process.

2. Key Concepts and Terminology

Academic Program Description	Provides a concise summary of the program's vision, mission, and objectives, including a precise description of targeted learning outcomes according to defined learning strategies.
Course Description	Provides a concise summary of the key features of the course and the expected learning outcomes the student is required to achieve, demonstrating the extent to which available learning opportunities have been optimally utilized. It is derived from the program description.
Program Vision	An ambitious vision for the future of the academic program, aiming to be advanced, inspiring, motivating, realistic, and applicable.
Program Mission	Outlines the objectives and activities necessary to achieve them concisely, while defining the program's development pathways and directions.
Program Objectives	Statements describing what the academic program intends to achieve within a defined time frame, measurable and observable.
Curriculum Structure	All courses included in the academic program according to the adopted learning system (semester, annual, Bologna pathway), whether they are ministerial, university, college, or departmental requirements, along with the number of credit units.
Learning Outcomes	A coherent set of knowledge, skills, and competencies acquired by the student upon successful completion of the academic program. Learning outcomes must be defined for each course in a manner that achieves

Teaching and Learning Strategies	the program's objectives.
	Strategies used by faculty members to develop student teaching and learning. These are plans followed to achieve learning objectives, describing all in-class and out-of-class activities to achieve program learning outcomes.

3. Academic Program Description

Program Vision

An ambitious vision for the future of the academic program, aspiring to develop an advanced, inspiring, motivating, realistic, and applicable program.

Program Mission

To enable the Department of English Language to produce, disseminate, and apply linguistic and literary knowledge, contributing to the preparation of successful students capable of effective communication, critical thinking, keeping pace with contemporary requirements, and contributing positively to serving society and development. This is achieved through providing high-quality education, strengthening ties with alumni and academic and cultural institutions locally and internationally.

Program Objectives

The following measurable and observable statements describe what the academic program of the Department of English Language intends to achieve within a specified time frame:

1. Graduate qualified students in the field of English Language to work as teachers in primary, intermediate, preparatory, and secondary schools.
2. Equip students with basic and advanced language skills for effective communication and interaction.
3. Enable students to identify and use scientific research tools in language and literature during study and work.
4. Prepare students to pursue postgraduate studies by developing their intellectual and research skills.
5. Enable students to apply scientific and critical methods in analyzing texts and addressing linguistic and literary problems.
6. Familiarize students with educational, psychological, and cultural sciences to enhance their professional competence in teaching.
7. Achieve integration between the theoretical and practical aspects of the English Language.
8. Enable students to recognize the latest strategies and methods for teaching English and modern educational technologies.
9. Employ modern technologies and educational means in English Language teaching.
10. Keep pace with modern developments in English Language fields and related sciences.
11. Activate e-learning in the field of English Language education.

Programmatic Accreditation

All courses/subjects included in the academic program according to the adopted learning system (course system), whether they are ministerial, university, college, or departmental requirements, together with the number of credit units.

Other External Influences

Centralized admission + Student grade averages

Program Structure

Program Structure				
Structure Type	No. of Courses	Credit Units	Percentage (%)	Remarks
Institutional Requirements	14	28	14.29%	
College Requirements	11	28	14.29%	
Departmental Requirements	58	140	71.43%	
Summer Training	/			
Other	/			

4. Course Schedule by Year and Semester

First Year

First Year — First Semester						
No.	Course Name (Arabic)	Course Name (English)	Theory Hours	Practical Hours	Total Hours	Units
1	الانسان وحقوق الديمقراطية	Democracy and Human Rights	2	/	2	2
2	الحاسوب	Computer	1	2	3	2
3	النمو نفس علم	Developmental Psychology	3	/	3	3
4	قواعد	Grammar	2	2	4	3
5	الادب الى مدخل	An Introduction to Literature	2	/	2	2
6	الاستيعاب	Reading Comprehension	2	/	2	2

7	المحادثة	Conversation	1	2	3	2
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First Year — Second Semester

No.	Course Name (Arabic)	Course Name (English)	Theory Hours	Practical Hours	Total Hours	Units
1	العربية اللغة	Arabic Language	2	/	2	2
2	والصحية البيئية التربية	Environmental and Health Education	2	/	2	2
3	والتعليم التربية أصول	Foundations of Education	3	/	3	3
4	الإسلامية التربية / الحضارة	Islamic Education / Civilization	2	/	2	2
5	قواعد	Grammar	2	2	4	3
6	قصيرة قصة / الادب	Literature / Short Story	2	/	2	2
7	المحادثة	Conversation	1	2	3	2
8	الصوت	Phonetics	1	2	3	2

Second Year

Second Year — First Semester

No.	Course Name (Arabic)	Course Name (English)	Theory Hours	Practical Hours	Total Hours	Units
1	العربية اللغة	Arabic Language	2	/	2	2
2	في البعث نظام جرائم العراق	Crimes of the Ba'ath Regime in Iraq	2	/	2	2
3	مدرسية وكتب مناهج	Curricula and Textbooks	1	2	3	2
4	القواعد	Grammar	2	2	4	3
5	رواية / ادب	Literature / Novel	2	/	2	2
6	الصوت	Phonetics	1	2	3	2
7	المحادثة	Conversation	2	2	4	3
8	الاستيعاب	Comprehension	2	/	2	2

Second Year — Second Semester						
No.	Course Name (Arabic)	Course Name (English)	Theory Hours	Practical Hours	Total Hours	Units
1	الحاسوب	Computer Studies	1	2	3	2
2	التفكير تعليم سايكولوجيا الصفي	Psychology of Classroom Thinking	2	2	4	3
3	التربوي النفس علم	Educational Psychology	2	/	2	2
4	القواعد	Grammar	2	2	4	3
5	المسرحية / الادب	Literature / Drama	2	/	2	2
6	الانشاء	Composition	1	2	3	2
7	الصوت	Phonetics	1	2	3	2
8	الاستيعاب	Comprehension	2	/	2	2

Third Year

Third Year — First Semester						
No.	Course Name (Arabic)	Course Name (English)	Theory Hours	Practical Hours	Total Hours	Units
1	العامه التدريس طرائق وتطبيقاته	General Teaching Methods and Applications	3	/	3	3
2	التربوي البحث منهج	Educational Research Methodology	3	/	3	3
3	عربي ادب	Arabic Literature	2	/	2	2
4	المستدامة التنمية	Sustainable Development	2	/	2	2
5	اللغة علم	Linguistics	2	/	2	2
6	مسرحية / ادب	Literature / Drama	2	/	2	2
7	الاستيعاب	Comprehension	2	/	2	2
8	المقالة	Essay Writing	2	/	2	2

9	القواعد	Grammar	2	/	2	2
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Third Year — Second Semester

No.	Course Name (Arabic)	Course Name (English)	Theory Hours	Practical Hours	Total Hours	Units
1	والتقويم القياس	Measurement and Evaluation	2	/	2	2
2	والكتب المناهج المدرسية	Curricula and Textbooks	2	/	2	2
3	تخصصي بحث منهج	Specialized Research Methodology	2	/	2	2
4	اللغة علم	Linguistics	2	/	2	2
5	القواعد	Grammar	2	/	2	2
6	ترجمة	Translation	2	/	2	2
7	تدريس طرائق تخصصية	Specialized Teaching Methods	2	/	2	2

Fourth Year

Fourth Year — First Semester

No.	Course Name (Arabic)	Course Name (English)	Theory Hours	Practical Hours	Total Hours	Units
1	التربوية الفلسفة	Educational Philosophy	2	/	2	2
2	المهنة اخلاقيات	Professional Ethics	2	/	2	2
3	والاشراف الإدارة التربوي	Educational Administration and Supervision	2	/	2	2
4	العملية التربوية (المشاهدة)	Practicum (Observation)	/	4	4	2
5	التحويلي النحو	Transformational Grammar	2	/	2	2
6	الاختبارات	Testing	2	/	2	2
7	اصغاء	Listening	2	1	3	2.5

8	ترجمة	Translation	2	/	2	2
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Fourth Year — Second Semester

No.	Course Name (Arabic)	Course Name (English)	Theory Hours	Practical Hours	Total Hours	Units
1	التخرج بحث مشروع	Graduation Research Project	2	-	2	2
2	(التطبيق) العملية التربوية	Scientific Education (Application / Practicum)	12	-	12	12

5. Expected Program Learning Outcomes

A. Cognitive Objectives

Cognitive Objectives — Department of English Language

A-1	Enable students to acquire and understand key terminology and concepts in the English Language and related sciences.
A-2	Enable students to understand English grammar rules and structures and use them correctly.
A-3	Enable students to understand linguistic theories and their applications in language analysis.
A-4	Enable students to acquire and understand methods for analyzing literary texts of various types.
A-5	Enable students to understand the four core language skills (listening, speaking, reading, and writing) and the mechanisms for developing them.
A-6	Enable students to acquire and understand translation concepts, techniques, and theories.
A-7	Enable students to understand knowledge related to English literature across its various periods.
A-8	Enable students to acquire and understand educational, psychological, and cultural concepts related to English Language teaching.
A-9	Enable students to understand strategies, methods, and techniques for teaching English Language.
A-10	Familiarize students with the most important references and scientific sources in the field of English Language and related sciences.

B. Skill Objectives

Skill Objectives — Department of English Language	
B-1	Enable students to acquire effective communication skills in English (listening, speaking, reading, and writing).
B-2	Enable students to acquire skills in analyzing linguistic and literary texts of various types.
B-3	Enable students to acquire skills in using modern technologies in teaching and learning English.
B-4	Enable students to develop skills in designing effective educational activities that encourage interaction and participation.
B-5	Enable students to acquire skills in classroom management, classroom interaction, and addressing educational problems using scientific methods.
B-6	Enable students to acquire written and oral translation skills.
B-7	Enable students to acquire academic and creative writing skills in English.
B-8	Enable students to acquire critical thinking and discourse analysis skills.
B-9	Enable students to acquire scientific research skills in language and literature.
B-10	Enable students to develop skills in preparing and constructing language tests (electronic and paper-based) and assessment methods.
B-11	Enable students to acquire skills in planning English Language instruction at various levels.
B-12	Enable students to acquire skills in using modern educational aids in teaching English.
B-13	Enable students to develop skills in designing digital and linguistic instructional materials.
B-14	Enable students to acquire skills in using e-learning platforms and technologies in English Language education.

C. Affective and Values Objectives

Affective and Values Objectives — Department of English Language	
C-1	Strengthen students' sense of the importance of studying English Language and its role in global communication.
C-2	Encourage students to commit to professional and ethical academic conduct as a core value.

C-3	Foster a spirit of cooperation and teamwork among students.
C-4	Develop students' sense of responsibility during study and work.
C-5	Educate students to respect human dignity and cultural diversity.
C-6	Train students to respect freedom of expression, thought, and creativity of others.
C-7	Consolidate respect for the rights of others regardless of their cultures, religions, or genders.
C-8	Promote academic integrity in presenting and analyzing linguistic and literary information.
C-9	Cultivate a culture of integrity and combat corruption in all its forms.
C-10	Strengthen a sense of belonging to the homeland and pride in national identity while remaining open to other cultures.

6. Teaching and Learning Strategies

6.1 Strategies for Cognitive and Skill Objectives

1. Lecture-based instruction.
2. Use of PowerPoint presentations.
3. Discussion and dialogue method.
4. Use of interactive whiteboards and smart screens for presenting academic content.
5. Laboratory-based learning to acquire scientific skills.
6. Reports and projects.
7. Student study groups.
8. Workshops.
9. Field trips.
10. Oral discussions and debates.

6.2 Strategies for Affective Objectives

1. Cooperative learning strategy.
2. Circular (round-table) discussion method.
3. Educational storytelling method.
4. Forming discussion groups during lectures.
5. Assigning tasks that require personal interpretations.
6. Explanation and clarification.
7. Use of external resources and audio-visual aids such as films.
8. Delivering lectures that promote affective values.
9. Organizing seminars, training courses, and workshops for students.
10. Field visits to relevant ministries and educational institutions.

7. Assessment Methods

Assessment Methods	
1	Written examinations.
2	Direct observation.
3	Theoretical tests.
4	Practical computer-based tests.
5	Field visits to evaluate student interns.
6	Oral and written examinations and discussions.

6. Curriculum Skills Matrix

Curriculum Skills Matrix																			
				Required Program Learning Outcomes															
				A. Cognitive				B. Skills				C. Affective & Values				D. General & Transferable			
Year	Course Code	Course Name	Core/Elective	A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4	D1	D2	D3	D4
1st Year																			
1st Year	EB02DHR18	Democracy and Human Rights	Core	✓	✓		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓		✓
	EB02C119	Computer	Core	✓		✓		✓	✓		✓		✓	✓	✓	✓		✓	✓
	EB02DP115	Developmental Psychology	Core	✓	✓		✓	✓		✓		✓	✓	✓		✓	✓	✓	
	EB02G113	Grammar	Core	✓	✓		✓	✓		✓		✓		✓	✓	✓		✓	✓
	EB02L112	An Introduction to Literature	Core	✓		✓	✓		✓	✓		✓	✓	✓	✓	✓		✓	✓
	EB02C114	Reading Comprehension	Core	✓		✓	✓	✓		✓	✓		✓	✓		✓		✓	✓
	EB02DP115	Conversation	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓		✓	✓
	EB02AL1210	Arabic Language	Core	✓	✓		✓		✓		✓	✓		✓	✓	✓		✓	✓
	EBO2EHE129	Environmental & Health Education	Core		✓	✓	✓	✓		✓	✓		✓		✓	✓		✓	✓
	EB02PFE116	Foundations of Education	Core	✓		✓	✓		✓	✓		✓		✓	✓		✓		✓
	EBO2IE128	Islamic Education /	Core	✓		✓		✓	✓		✓	✓	✓	✓		✓	✓	✓	

		Civilization																
	EB02G123	Grammar	Core		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02LSS124	Literature / Short Story	Core	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02C121	Conversation	Core		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02P122	Phonetics	Core	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
2nd Year																		
2nd Year	EB02AL2110	Arabic Language	Core	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02CBR219	Crimes of the Ba'ath Regime in Iraq	Core	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02CBR218	Curricula and Textbooks	Core	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02G212	Grammar	Core		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02LN223	Literature / Novel	Core		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02P214	Phonetics	Core	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02C216	Conversation	Core	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02C211	Comprehension	Core		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02C229	Computer Studies	Core	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02PTCT26	Psychology of Classroom Thinking	Core		✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02EP217	Educational Psychology	Core	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02G222	Grammar	Core	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02LD215	Literature / Drama	Core		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02C225	Composition	Core	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02P224	Phonetics	Core	✓	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02C221	Comprehension	Core	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
3rd Year																		
3rd Year	EB02GTM327	General Teaching Methods	Core		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02RM311	Educational Research Methodology	Core		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02AL3210	Arabic Literature	Core	✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02SD323	Sustainable Development	Core	✓		✓		✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

	EB02L311	Linguistics	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02LD322	Literature / Drama	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Comprehension	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02E314	Essay Writing	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02G316	Grammar	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	MEATH503	Measurement and Evaluation	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Curricula and Textbooks	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Specialized Research Methodology	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02L321	Linguistics	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02G326	Grammar	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02T312	Translation	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Specialized Teaching Methods	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
4th Year																
4th Year	EB02STM4 13	Educational Philosophy	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02PE416	Professional Ethics	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Educational Administratio n & Supervision	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02PEP42 1	Practicum (Observation)	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02G411	Transformatio nal Grammar	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02T412	Testing	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
		Listening	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02T415	Translation	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02GP422	Graduation Research Project	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
	EB02PEP42 1	Scientific Education (Application)	Core	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓

8. Teaching Staff

Teaching Staff Members

Academic Rank	General Specialization	Specific Specialization	Special Reqs.	Staff Count			
				Permanent	Visiting		
Professor	English Language	ELT Methods	None	Permanent			
Professor	English Language	ELT Methods	None	Permanent			
Professor	English Language	ELT Methods	None	Permanent			
Professor	English Language	English Literature	None	Permanent			
Asst. Professor	English Language	English Literature	None	Permanent			
Asst. Professor	English Language	English Literature	None	Permanent			
Asst. Professor	English Language	English Literature	None	Permanent			
Asst. Professor	English Language	Linguistics	None	Permanent			
Asst. Professor	English Language	Linguistics	None	Permanent			
Asst. Professor	English Language	Linguistics	None	Permanent			
Asst. Professor	English Language	Linguistics	None	Permanent			
Asst. Professor	English Language	Linguistics	None	Permanent			
Asst. Professor	English Language	ELT Methods	None	Permanent			
Asst. Professor	English Language	ELT Methods	None	Permanent			
Asst. Professor	English Language	ELT Methods	None	Permanent			
Asst. Professor	English Language	ELT Methods	None	Permanent			

Asst. Professor	English Language	ELT Methods	None	Permanent			
Asst. Professor	English Language	ELT Methods	None	Permanent			
Asst. Professor	English Language	ELT Methods	None	Permanent			
Asst. Professor	English Language	ELT Methods	None	Permanent			
Asst. Lecturer	English Language	Linguistics	None	Permanent			
Asst. Lecturer	English Language	Linguistics	None	Permanent			
Asst. Lecturer	English Language	Linguistics	None	Permanent			
Asst. Lecturer	English Language	English Literature	None	Permanent			
Asst. Lecturer	English Language	ELT Methods	None	Permanent			
Asst. Lecturer	English Language	ELT Methods	None	Permanent			
Asst. Lecturer	English Language	ELT Methods	None	Permanent			
Lecturer	Arabic Language	Arabic Language Teaching Methods	None	Permanent			
Asst. Lecturer	Arabic Language	Arabic Language Teaching Methods	None	Permanent			
Asst. Lecturer	Arabic Language	Arabic Language Teaching Methods	None	Permanent			
Asst. Lecturer	Arabic Language	Arabic Language Teaching Methods	None	Permanent			

9. Professional Development

9.1 Orientation of New Faculty Members

New faculty members have been enrolled in teaching methods training courses offered by the college. A support and guidance committee was established within the department to follow up on their progress across all teaching and administrative domains. They were also included in permanent and temporary departmental committees to acquire the necessary experience for carrying out their duties effectively. Additionally, they were assigned participation in certain courses and laboratory sessions within the department to develop their teaching experience and prepare them for future academic years.

9.2 Professional Development of Existing Faculty

The Department of English Language strives to localize and advance human, social, and linguistic knowledge within the community and to elevate its standards by preparing specialized human resources capable of serving society. It works to equip students with knowledge in the various fields of English Language and related sciences, and to prepare a generation of highly competent teachers skilled in language and instruction—capable of applying modern teaching strategies and contributing to the development of the educational process in alignment with community needs and the public interest.

10. Admission Criteria

Admission Criteria	
1	Centralized admission through the Ministry of Higher Education and Scientific Research.
2	Applicants must be graduates of the preparatory stage (secondary school) — both scientific and literary branches only.
3	Licensed in-service teachers (on study leave).
4	Admission is open to both genders (male and female).

11. Key Program Information Sources

Key Information Sources	
1	Official websites of the university and college.
2	University guide/catalog.
3	College guide.
4	Books and scientific references of the department.
5	Internet resources.

12. Program Development Plan

The following goals constitute the core framework for the ongoing development of the English Language program:

1. Graduate qualified students in the field of English Language to work as teachers in primary, intermediate, preparatory, and secondary schools.
2. Equip students with the basic and advanced language skills necessary to enrich their intellectual and communicative competence in English Language and its diverse applications.
3. Enable students to identify and use scientific research tools in English Language during study and work.
4. Prepare students for postgraduate studies by developing their intellectual, scientific, and research skills.
5. Enable students to apply scientific methods in addressing and solving academic and professional problems in the field of English Language.
6. Familiarize students with educational, psychological, and cultural sciences to achieve professional excellence and development.
7. Achieve alignment between the theoretical and practical aspects of the English Language.
8. Enable students to recognize the latest strategies and methods for teaching English and modern educational technologies.
9. Employ modern technologies and educational means in teaching English Language.
10. Keep pace with recent developments in the fields of English Language and related sciences and work to study them.
11. Activate e-learning in the field of English Language education.

Course Description Form

1.	Course Name:	Democracy and Human Rights
2.	Course Code:	DEMFI1
3.	Semester / Year:	First Semester / 2025
4.	Description Preparation Date:	10/9/2025
5.	Available Attendance Forms:	Mandatory
6.	Number of Credit Hours (Total) / Number of Units (Total)	$2 \times 15 = 30$ Hours
7.	Course administrator's name (mention all, if more than one name)	Name: Prof. Dr. Ali Nayif Majeed Email: basichist19te@uodiyala.edu.iq
8.	Course Objectives	
	Course Objectives	1. Increase students' understanding of the scientific and social reality across the ages. 2. Realize the progress of science at its most essential level. 3. Understand scientific theories and their impact on various peoples, past and present

9. Teaching and Learning Strategies					
Strategy					
10. Course Structure					
Week	Hours	Learning Outcomes	Topic / Unit	Teaching Method	Assessment
1	2	Concept of human rights and the international bill	Definition of human rights and national/procedural mechanisms	Discussion with interrogation	Oral and written test
2	2	Importance of human rights	Types of human rights and the Islamic perspective	Discussion with interrogation	Oral and written test
3	2	Types of human rights in Islamic law	Types in the Iraqi Constitution 2005	Discussion with interrogation	Oral and written test
4	2	Historical development of human rights	Human rights in ancient ages	Discussion with interrogation	Oral and written test
5	—	First month exam	—	—	—
6	2	Human rights in Islam	General national mechanisms for human rights	Discussion with interrogation	Oral and written test
7	2	Universal Declaration of Human Rights 1948	Origin and content of the Declaration	Discussion with interrogation	Oral and written test
8	2	Women's rights	Women's rights in CEDAW convention	Discussion with interrogation	Oral and written test
9	2	Gross violations of human rights in Iraq	Violations before 2003	Discussion with interrogation	Oral and written test
10	2	Gross violations of human rights in Iraq	Violations after 2003	Discussion with interrogation	Oral and written test

11	2	Human Rights Council – tasks and mechanisms	Tasks of the Human Rights Council	Discussion with interrogation	Oral and written test
12	2	Democracy – historical origins and development	Historical concepts of the origin and foundations of democracy	Discussion with interrogation	Oral and written test
13	2	Definition of democracy	Historical roots of democracy	Discussion with interrogation	Oral and written test
14	2	Patterns of democracy and their development in contemporary contexts	Relation to political system; relation to the people	Discussion with interrogation	Oral and written test
15	—	Second month exam	—	—	—

Course Evaluation

- Informing students of course contents and weekly distribution at the start of semester
- Preparing lectures according to the course syllabus using listed information sources
- Informing students of next lecture topic in advance
- Requesting students to submit papers on one or more topics under study
- Providing students with fundamentals and topics related to democracy and human rights

Monthly exams

- Daily tests
- Class participation and discussions

Learning and Teaching Resources

Required textbooks (curricular books, if any)	Human Rights and Democracy – Curriculum for First-Year Students in Iraqi Universities
Main references (sources)	Human Rights from an Islamic Perspective Abbas Fadil Jawad
Recommended books and references (scientific journals, reports...)	Lectures in the field of human rights
Electronic References, Websites	http://wikipedia.org

Course Description Form

Field	Data
1- Course Name	Computer Subject
2- Course Code	COMF11
3- Semester / Year	Second / 2025
4- Date of Preparation	10 / 9 / 2025
5- Available Attendance Modes	Mandatory
6- Total Study Hours / Total Credits	3 hours / 2 credits (3 × 15 = 45)
7- Course Instructor	Instructor. Zainab Kahtan Mohammed
Email	zainabkahtan@uodiyala.edu.iq

8- Course Objectives

General Objectives

- To introduce students to the basic concepts of computers.
- To enable students to understand the hardware and software components of a computer and their mechanisms of operation.
- To develop skills in using operating systems.
- To equip students with the ability to efficiently interact with the operating system and manage files and folders.

Specific Objectives

By the end of the course, the student is expected to be able to:

1. Explain computer components and their functions.
2. Use the operating system to manage files.

9- Teaching and Learning Strategies

The teaching strategy adopted in this course is based on the integration of theoretical and practical aspects, aiming to enable students to acquire fundamental knowledge and skills in using computers efficiently. The strategies include the following:

Strategy	Details

Strategy	Details
Lectures	Presenting fundamental concepts of computers, operating systems, and information technology. Using PowerPoint presentations to illustrate the scientific content.
Hands-on Training	Training students in the laboratory on how to use and operate a computer, recognize desktop commands, and create folders. Direct application of acquired skills on the computer.
Self-Learning	Encouraging students to research and learn using the internet and electronic resources. Assigning individual assignments to enhance independence.
E-Learning	Using educational platforms to upload lectures and scientific materials. Providing educational videos and additional resources.
Discussion & Interaction	Opening the floor for discussion within the lecture to enhance understanding. Posing stimulating questions to develop thinking.

10- Course Structure

Week	Hours	Required Learning Outcomes	Unit / Topic Title	Teaching Method	Assessment Method
First	3	The student understands the topic	Definition of Computer / Characteristics and Evolution	Theoretical Lecture	Participation & Activity
Second	3	The student understands the topic	Computer System Components	Practical Lecture	Participation & Activity
Third	3	The student understands the topic	Computer System Components (Central Processing Unit)	Theoretical Lecture	Participation & Activity
Fourth	3	The student understands the topic	Input and Output Units	Practical Lecture	Participation & Activity
Fifth			First Month Exam		
Sixth	3	The student	Introduction to	Theoretical	Participation &

Week	Hours	Required Learning Outcomes	Unit / Topic Title	Teaching Method	Assessment Method
		understands the topic	Windows Operating System / User Interface	Lecture	Activity
Seventh	3	The student understands the topic	Explanation of the Start Menu	Practical Lecture	Participation & Activity
Eighth	3	The student understands the topic	Identifying Computer Components	Theoretical Lecture	Participation & Activity
Ninth	3	The student understands the topic	Introduction to Windows Explorer Window	Theoretical Lecture	Participation & Activity
Tenth	3	The student understands the topic	Explanation of the Control Panel	Practical Lecture	Participation & Activity
Eleventh	3	The student understands the topic	Explanation of Right-Click Menu on Desktop	Theoretical Lecture	Participation & Activity
Twelfth	3	The student understands the topic	Writing, Saving, Opening, Copying, Printing, and Sending Documents	Theoretical Lecture	Participation & Activity
Thirteenth	3	The student understands the topic	Files and Folders in Windows 10	Practical Lecture	Participation & Activity
Fourteenth	3	The student understands the topic	Computer Viruses	Theoretical Lecture	Participation & Activity
Fifteenth		The student understands the topic			

11- Assessment Methods

1. Monthly examinations + daily quizzes and participation.
2. Classroom discussions.

12- Learning and Teaching Resources

Resource Type	Details
Required Textbooks	Basic Computer and Information Technology textbooks
Primary References	1. Shelly, G. B., & Vermaat, M. E. Discovering Computers: Digital Technology, Data, and Devices. Cengage Learning. 2. Parsons, J. J., & Oja, D. New Perspectives on Computer Concepts. Cengage Learning. 3. Sinha, P. K., & Sinha, P. Computer Fundamentals. BPB Publications.
Recommended Books and References (scientific journals, reports, etc.)	Basic Computer and Information Technology textbooks
Electronic References and Internet Websites	Trusted educational websites. Educational lessons and videos (e.g., educational YouTube content). Scientific articles and open-access resources online.

Course Description Form

1. Course Name:	Developmental Psychology
2. Course Code:	DEVF11
3. Semester / Year:	First Semester 2025
4. Description Preparation Date:	10/9/2025
5. Available Attendance Forms:	Mandatory
6. Number of Credit Hours (Total) / Number of Units (Total)	30
7. Course administrator's name (mention all, if more than one name)	Name: Zahraa Ghadir Hlail

10. Course Structure

Week	Hours	Intended Learning Outcomes	Unit / Topic Title	Teaching Method	Assessment Method
First	2	Define Developmental Psychology and distinguish its main schools	Introduction to Psychology	Interactive lecture	Oral questions
Second	2	Explain the principles and characteristics of development	General principles and laws of development	Discussion and situation analysis	Homework
Third	2	Explain the stages of cognitive development	Piaget's theory of cognitive development	Interactive explanation	Short quiz
Fourth	2	Apply Piaget's stages in educational situations	Educational application of Piaget's theory	Theoretical explanation	Class assignment
Fifth	2		First monthly exam		
Sixth	2	Measure achievement of learning outcomes	Kohlberg's theory of moral development	Brainstorming	Discussion questions
Seventh	2	Explain levels of moral development	Erikson's theory	Lecture and discussion	Written assignment
Eighth	2	Characteristics of physical development and influencing factors	Emotional development	Explanation through different situations	Classroom activity
Ninth	2	Describe the characteristics of adolescence	Physical development	Case study	Short report
Tenth	2	Explain the stages of Erikson's theory	Adolescence and its characteristics	Lecture	Practice test
Eleventh	2	Concept of crisis with practical examples	Identity crisis	Discussion and dialogue	Classroom activity
Twelfth	2	Link between digital addiction and development	Concept of digital addiction	Brainstorming	Various questions and assignments
Thirteenth	2	Define the concept of development	General principles of development	Discussion	Discussion and activities
Fourteenth	2	Compare theories and their applications	General review of theories	Interactive review	Short quiz
Fifteenth	2		Second monthly exam		

Assessment Methods:

1. Monthly exams + daily quizzes and participation
2. Classroom discussions

12 – Teaching and Learning Resources

1- Required Textbooks	<ol style="list-style-type: none"> Educational Psychology – Dr. Fathi El-Zayat. Educational Psychology – Dr. Adnan Yousif Al-Atoum. Educational Psychology: Theory and Practice – Dr. Mostafa Fahmy.
2- Main References and Sources	<ol style="list-style-type: none"> Official university and academic library websites. Scientific databases and peer-reviewed electronic journals.
A- Recommended books and references (scientific journals, reports, etc.)	<ol style="list-style-type: none"> Scientific articles on strategies for developing motivation. Recent research on memory and forgetting. Peer-reviewed educational journals in Educational Psychology.
B- Electronic references and websites**	<ol style="list-style-type: none"> Official university and academic library websites. Scientific databases and peer-reviewed electronic journals.

Course Description Form

1. Course Name:	Grammar
2. Course Code:	EB02P224
3. Semester / Year:	First Semester 2025
4. Description Preparation Date:	10/9/2025
5. Available Attendance Forms:	Mandatory
6. Number of Credit Hours (Total) / Number of Units (Total)	30
7. Course administrator's name (mention all, if more than one name)	Name: Dr. Sayf H. Abdalhakeem

Course Structure - ١٠					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Assignments & Quizzes	lecture	Introduction to the course	<p>Define grammar and explain its role in the structure of the English language.</p> <p>Identify the basic components of grammar, including parts of speech, phrases, and sentence structure.</p> <p>Recognize the difference between grammatical and ungrammatical sentences in English.</p> <p>Classify the main parts of speech (nouns, verbs, adjectives, adverbs, pronouns, prepositions, conjunctions, and articles) with examples.</p> <p>Understand basic sentence elements such as subject, verb, and object.</p> <p>Analyze simple English sentences to identify their grammatical structure.</p> <p>Demonstrate awareness of common grammatical rules and patterns used in basic English communication.</p> <p>Apply introductory grammar knowledge to construct correct simple sentences.</p> <p>Correct basic</p>	3	1 st week

			<p>grammatical errors in given sentences.</p> <p>Develop foundational skills for further study in advanced English grammar.</p> <p>If you want, I can also translate them into Arabic, or format them into a Word syllabus document.</p>		
Assignments & Quizzes	lecture	Articles	<p>Define articles and explain their function in English grammar.</p> <p>Distinguish between definite (the) and indefinite (a/an) articles in different contexts.</p> <p>Identify correct usage of “a” and “an” based on initial sound rules.</p>	٣	2 nd week
Assignments & Quizzes	<p>Presentation: Teacher explains rule with examples</p> <p>Practice: Controlled exercises</p> <p>Production: Free use in speaking/writing</p>	Nouns	<p>Define nouns and explain their role in English grammar.</p> <p>Identify nouns in sentences and distinguish them from other parts of speech.</p> <p>Classify nouns into categories such as common, proper, concrete, abstract, countable, and uncountable nouns.</p>	٣	3 rd week
Assignments & Quizzes	<p>Presentation: Teacher explains rule with examples</p> <p>Practice: Controlled exercises</p> <p>Production: Free use in speaking/writing</p>	Adjectives	<p>Define adjectives and explain their function in English grammar.</p> <p>Identify adjectives in sentences and distinguish them from other parts of speech.</p> <p>Recognize the different types of adjectives, such as descriptive, quantitative, demonstrative,</p>	٣	4 th week

			possessive, and interrogative adjectives.		
Assignments & Quizzes	Presentation: Teacher explains rule with examples Practice: Controlled exercises Production: Free use in speaking/writing	Adverbs	Define adverbs and explain their function in English grammar. Identify adverbs in sentences and distinguish them from other parts of speech. Classify adverbs into categories such as manner, time, place, frequency, and degree.	٣	5 th week
Examination				٣	6 th week
Assignments & Quizzes	Presentation: Teacher explains rule with examples Practice: Controlled exercises Production: Free use in speaking/writing	All, each, every, both, either, neither, some, any, no, none	Define quantifiers and determiners and explain their role in English grammar. Identify the use of each quantifier/determiner in different sentence contexts. Distinguish between similar forms such as each vs. every and either vs. neither.	٣	7 th week
Assignments & Quizzes	Presentation: Teacher explains rule with examples Practice: Controlled exercises Production: Free use in speaking/writing	Interrogatives	Define interrogatives and explain their function in English grammar. Identify different types of questions in English (Yes/No questions and WH-questions). Recognize WH-words (who, whom, whose, what, which, when, where, why, how) and their functions.	٣	8 th week
Assignments & Quizzes	Presentation: Teacher explains rule with examples	Possessive, personal and reflexive	Define pronouns and explain their function in English grammar. Identify personal	٣	9 th week

	Practice: Controlled exercises Production: Free use in speaking/writing		pronouns (subject and object forms) and use them correctly in sentences. Distinguish between subject and object pronouns in different grammatical contexts.		
Assignments & Quizzes	Presentation: Teacher explains rule with examples Practice: Controlled exercises Production: Free use in speaking/writing	Relative pronouns and clauses	Define relative pronouns and relative clauses and explain their function in English grammar. Identify relative pronouns (who, whom, whose, which, that) in sentences. Distinguish between defining (restrictive) and non-defining (non-restrictive) relative clauses.	٣	10 th week
		Examination		٣	11 th week
Assignments & Quizzes	Presentation: Teacher explains rule with examples Practice: Controlled exercises Production: Free use in speaking/writing	Prepositions	Define prepositions and explain their function in English grammar. Identify prepositions in sentences and distinguish them from other parts of speech. Recognize different types of prepositions, such as time, place, direction, manner, and agent.	٣	12 th week
		Review and remedial work		٣	13 th week
		Review and remedial work		٣	14 th week
		Review and remedial work		٣	15 th week

Evaluation methods - ١١

exams + daily quizzes and participation .١

classroom discussions .٢

nd teaching resources Learning a - ١٢	
A Practical English Grammar A. J. Thomson A. V. Martinet	Required textbooks .)
<i>A course in English Grammar by Quirk</i>	Main references and sources -٢
<i>Internet References such as wiki pedia</i>	a) Recommended books and references(scientific journals, reports, etc. (
1. Oxford Learner's Dictionaries: https://www.oxfordlearnersdictionaries.com/ 2. Longman Dictionary of Contemporary English: https://www.ldoceonline.com/	b) Electronic references, websites...

Course Description Form

Course Name	An Introduction to literature
Course Code	EB02G211
Semester / Year	First semester
Description Preparation Date	10/9/2025
Available Attendance Forms:	Mandatory
Number of Credit Hours (Total) / Number of Units (Total)	20 hours/ 2 units
Course administrator's name (mention all, if more than one name)	Name: Asist. Prof:Halima Ismail Email: basiceng10te@uodiyala.edu.iq
Reviewing the course material... The student develops a knack for identifying the beauty of the lesson... Understanding the lesson's usefulness from the assigned material...	
Teaching and Learning Strategies:	
View everything related to the student and the subjects he studies	

Course Structure					
Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Daily and monthly testing and reporting	Presentation and discussion	-Introduction to literature	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	First
Daily and monthly testing and reporting	Presentation and discussion	Introduction to Dramatic Analysis	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	Second
Daily and monthly testing and reporting	Presentation and discussion	-Susan Glaspell “Trifles” plot structure and characterization	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	Third
Daily and monthly testing and reporting	Presentation and discussion	Susan Glaspell “Trifles” Dramatic Techniques	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	Fourth
First month exam					Fifth
Daily and monthly testing and reporting	Presentation and discussion	--Edgar Allan Poe’s “The Tell-Tale Heart” Gothic Elements	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	Sixth
Daily and monthly testing and reporting	Presentation and discussion	Edgar AllanPoe ’s “The Tell-Tale Heart”Unreliable Narration	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	Seventh
Daily and monthly testing and reporting	Presentation and discussion	Edgar Allan poes “The Tell-Tale Heart” Psychological themes	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically .	٢	Eight
Daily and monthly testing and reporting	Presentation and discussion	William Shakespeare’s “Sonnet 29” Poetic forms	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	Nine
Daily and monthly testing and reporting	Presentation and discussion	- William Shakespeare’s “Sonnet 29”Imagery	The student learns the subject, becomes familiar with it, its	٢	Ten

		and poetic elements	vocabulary, and how to learn it practically.		
Daily and monthly testing and reporting	Presentation and discussion	-Robert Frosts “ Stopping by Woods on a Snowy Evening “ poetic forms	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	Eleven
Daily and monthly testing and reporting	Presentation and discussion	- Robert Frosts “ Stopping by Woods on a Snowy Evening “Imagery	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	Twelfth
Daily and monthly testing and reporting	Presentation and discussion	- Robert Frosts “ Stopping by Woods on a Snowy Evening “Thematic Elements	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	Thirteen
Daily and monthly testing and reporting	Presentation and discussion	- Critical Approaches to literature and Drama-Application	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	Fourteen
Second month exam					Fifteen

Assessment methods

Monthly exams + daily quizzes and participation .

Classroom discussions .

Learning and teaching resources

-Maragaret Ferguson ,Mary Jo Salter and Jon Satallworthy (2004)The Norton Anthology of poetry
-J.A.Cuddon and M.A.R.Habib (2015)The penguin Dictionary of literary terms and literary theory

-Required textbooks

-Maragaret Ferguson ,Mary Jo Salter and Jon Satallworthy (2004)The Norton Anthology of poetry
-J.A.Cuddon and M.A.R.Habib (2015)The penguin Dictionary of literary terms and literary theory

١-Main References and Sources

Everything related to vocabulary from recent, rigorous scientific studies.

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

All websites that focus on English literature.

b) Electronic references, websites, etc.

Course Description Form

Course Name	Comprehension
Course Code	EB02C114
Semester / Year	First Semester
Date of Preparation	10/9/2025
Attendance Mode	Mandatory
Study Hours / Units	30 Hours
Course Coordinator	Asst. Lect. Ayah Najm Abd Basiceng93te@uodiyala.edu.iq

2. Course Objectives

Course Objectives

1. LINGUISTIC & COGNITIVE: Vocabulary building and understanding meanings from context; understanding grammatical structures and tenses within texts; distinguishing between literal meaning and inferred/implied meaning.
2. READING STRATEGIES: Scanning – searching for specific information; Skimming – rapid reading for a general idea; Predicting – anticipating text content from titles or images.
3. ANALYTICAL & CRITICAL SKILLS: Identifying main ideas (main idea vs. supporting details); analyzing text structure (introduction, body, conclusion); inference – reading between the lines to understand the author's purpose.
4. ACADEMIC GOALS: Building confidence in the language; breaking the barrier of fear of long and complex texts; preparation for other subjects (Literature, Writing) where understanding English-language curricula is essential.

3. Teaching, Learning & Assessment Strategies

Teaching & Learning Methods

- Pre-reading activities: brainstorming, prediction from title and images, K-W-L strategy
- Interactive reading: Think-Alouds, annotation, paragraph summarization
- Cooperative learning

Assessment Methods

- Monthly exams
- Daily tests
- Class participation and discussions

4. Course Structure

Week	Hours	Learning Outcomes	Topic / Unit	Teaching Method	Assessment
1	2	Identify language skills	Chapter 1	Introduction	Brainstorming
2	2	Explain	Chapter 2	Explanation	Test

		language skills		of language skills	
3	2	Explain Western and Arab cultures	Chapter 3	Comparison between cultures	Test
4	2	Compare cultures	Chapter 3	Developing listening	Test
5	2	First month exam	—	—	—
6	2	Read texts	Chapter 4	Language dialogues	Test
7	2	Listen to dialogues	Chapter 4	Developing listening	Test
8	2	Add new vocabulary	Chapter 5	Vocabulary addition	Test
9	2	Identify synonyms	Chapter 6	Adding synonyms	Test
10	2	Write a report	Chapter 7	Developing writing	Test
11	2	Read texts	Chapter 8	Developing reading	Test
12	2	Listen to dialogues	Chapter 8	Developing listening	Test
13	2	Practice language skills	Chapter 9	Practice of the four skills	Oral test
14	2	Review information	Chapter 9	General review	Oral test
15	2	Second month exam	—	—	—

5. Assessment Breakdown

Course Assessment

1. Monthly exams
2. Daily tests
3. Class participation and discussions

6. Learning Resources

Learning Resources

Required Textbooks	Interchange Fourth Edition – Jack C. Richards
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Main References / Sources	—
Recommended Books & Journals	—
Electronic References & Websites	Educational video clips

Course Structure					
Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Daily and monthly testing and reporting	Presentation and discussion	-Introduction to literature	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	First
Daily and monthly testing and reporting	Presentation and discussion	Introduction to Dramatic Analysis	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	Second
Daily and monthly testing and reporting	Presentation and discussion	-Susan Glaspell “Trifles” plot structure and characterization	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	Third
Daily and monthly testing and reporting	Presentation and discussion	Susan Glaspell “Trifles” Dramatic Techniques	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	Fourth
First month exam					Fifth
Daily and monthly testing and reporting	Presentation and discussion	--Edgar Allan Poe’s “The Tell-Tale Heart” Gothic Elements	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	Sixth
Daily and monthly testing and reporting	Presentation and discussion	Edgar AllanPoe ’s “The Tell-Tale Heart”Unreliable Narration	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	Seventh
Daily and monthly testing and reporting	Presentation and discussion	Edgar Allan poes “The Tell-Tale Heart” Psychological themes	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically .	٢	Eight
Daily and monthly testing and reporting	Presentation and discussion	William Shakespeare’s “Sonnet 29” Poetic forms	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	Nine
Daily and monthly testing and reporting	Presentation and discussion	- William Shakespeare’s	The student learns the subject, becomes	٢	Ten

reporting		“Sonnet 29”Imagery and poetic elements	familiar with it, its vocabulary, and how to learn it practically.		
Daily and monthly testing and reporting	Presentation and discussion	-Robert Frosts “Stopping by Woods on a Snowy Evening “ poetic forms	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	Eleven
Daily and monthly testing and reporting	Presentation and discussion	- Robert Frosts “ Stopping by Woods on a Snowy Evening “Imagery	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	Twelfth
Daily and monthly testing and reporting	Presentation and discussion	- Robert Frosts “ Stopping by Woods on a Snowy Evening “Thematic Elements	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	Thirteen
Daily and monthly testing and reporting	Presentation and discussion	- Critical Approaches to literature and Drama-Application	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically.	٢	Fourteen
Second month exam					Fifteen

Assessment methods

.Monthly exams + daily quizzes and participation

.Classroom discussions

Learning and teaching resources

-Maragaret Ferguson ,Mary Jo Salter and Jon Satallworthy (2004)The Norton Anthology of poetry
-J.A.Cuddon and M.A.R.Habib (2015)The penguin Dictionary of literary terms and literary theory

-Required textbooks

-Maragaret Ferguson ,Mary Jo Salter and Jon Satallworthy (2004)The Norton Anthology of poetry -J.A.Cuddon and M.A.R.Habib (2015)The penguin Dictionary of literary terms and literary theory	l-Main References and Sources
Everything related to vocabulary from recent, rigorous scientific studies.) Recommended books and references (scientific journals, reports, etc.)
All websites that focus on English literature.	b) Electronic references, websites, etc.

Course Description Form

1. Course Name:					
Conversation					
2. Course Code:					
EB02C111					
3. Semester / Year:					
First/ 2025					
3. Description Preparation Date:					
10/ 9/ 2025					
4. Available Attendance Forms:					
Mandatory					
5. Number of Credit Hours (Total) / Number of Units (Total)					
3					
6. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Nagham Jaafar Majeed, Ph.D. + Asst. Inst. Fatimah Jamal Email: basiceng23te@uodiyala.edu.iq / basiceng92@uodiyala.edu.iq					
7. Course Objectives					
Course Objectives		<ol style="list-style-type: none"> 1. Develop Basic Oral Fluency 2. Improve Pronunciation and Intelligibility 3. Use Functional Language in Real-Life Situations 4. Enhance Listening–Speaking Interaction Skills 5. Increase Accuracy in Basic Grammar Structures 			
6. Teaching and Learning Strategies					
Strategy		<ol style="list-style-type: none"> 1. Warm-Up & Modeling 2. Guided Practice 3. Pair & Group Interaction 4. Communicative Task 5. Feedback & Reflection 			
6. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Introduce self confidently	Unit 1	Interactive pair work & sn group discussion	Oral participation

					assessment
2	3	Exchange personal information	Unit 1	Interactive pair work & sn group discussion	Oral participation assessment
3	3	Ask and answer questions	Unit 2	Interactive pair work & sn group discussion	Oral participation assessment
4	3	Describe daily routines	Unit 2	Interactive pair work & sn group discussion	Oral participation assessment
5	3	talk about past events	Unit 3	Interactive pair work & sn group discussion	Oral participation assessment
6	3	Express likes and dislikes	Unit 3	Interactive pair work & sn group discussion	Oral participation assessment
7	3	First month exam			
8	3	Describe people and place	Unit 3	Interactive pair work & sn group discussion	Oral participation assessment
9	3	Give simple opinions	Unit 3	Interactive pair work & sn group discussion	Oral participation assessment
10	3	Make basic requests	Unit 4	Interactive pair work & sn group discussion	Oral participation assessment
11	3	Participate in short dialogu	Unit 4	Interactive pair work & sn group discussion	Oral participation assessment
12	3	Use correct question forms	Unit 5	Interactive pair work & sn group discussion	Oral participation assessment
13	3	Speak with c pronunciation	Unit5	Interactive pair work & sn group discussion	Oral participation assessment
14	3	Second month exam			
Course Evaluation					
<p>The total course grade (100 marks) is divided into two main components:</p> <ol style="list-style-type: none"> First: (40 marks) allocated to continuous assessment, which includes simplified oral and written exams, in addition to attendance and active class participation. Second: (60 marks) allocated to the final oral examination. These marks are distributed equally across three core skills: <ol style="list-style-type: none"> Pronunciation — (20 marks) Fluency — (20 marks) Accuracy — (20 marks) <p>Thus, the assessment system balances continuous evaluation with the student's performance in the final oral examination based on clearly defined skill-based criteria.</p>					
Learning and Teaching Resources					

Required textbooks (curricular books, if any)	Academic skills, listening, speaking and study sk level 2 by Sara Philpot and Lesley Curnik
Main references (sources)	Academic skills, listening, speaking and study sk level 2 by Sara Philpot and Lesley Curnik
Recommended books and references (scientific journals, reports...)	Auditory tracks related to topics
Electronic References, Websites	BBC Learning English on YouTube

1. General Information

Course Name	Conversation
Course Code	EB02C121
Semester / Year	Second Semester / 2025–2026
Date of Preparation	10/9/2025
Attendance Mode	Mandatory
Study Hours / Units	3 Hours
Course Coordinator	Asst. Prof. Dr. Hayfaa Abdulkhaleq Ahmed

Course Objectives

No.	Objectives
1	Understand the importance of listening to audio conversations in enhancing foreign language acquisition.
2	Distinguish between different types of listening and recognize auditory influences.
	Comprehend the main idea of audio passages and identify specific details.

Teaching and Learning Strategies

No.	Strategy
1	Explaining and clarifying the prescribed course material.
2	Lecture method accompanied by questioning and encouraging student creativity.
3	Self-learning method.

Course Structure

Week	Hours	Learning Outcomes	Unit / Topic	Teaching Method	Assessment Method
1	ξ	Conversation	Introduction	General discussion	Formative assessment
2	ξ	Conversation	Introducing yourself	Conversation & questions	Formative assessment
3	ξ	Conversation	Formal & informal introduction	Conversation & questions	Formative assessment
4	ξ	Conversation	What do you want to be and why	Conversation & questions	Formative assessment
5	ξ	First Monthly Exam	—	—	—
6	ξ	Conversation	At the Hospital	Conversation & questions	Formative assessment
7	ξ	Conversation	At the Pharmacy	Conversation & questions	Formative assessment
8	ξ	Conversation	Activity	Student-prepared conversation and discussion	Formative assessment
9	ξ	Conversation	At a Birthday party	Conversation & questions	Formative assessment
10	ξ	Conversation	At the Mall	Conversation & questions	Formative assessment
11	ξ	Conversation	Activity	Student-prepared conversation and discussion	Formative assessment
12	ξ	Conversation	At the airport and on the plane	Conversation & questions	Formative assessment
13	ξ ξ	Conversation	At the Hotel and reservation	Conversation & questions	Formative assessment
14	ξ	Conversation	Activity	Student-prepared conversation and discussion	Formative assessment
15	ξ	Second Monthly Exam	—	—	—

Assessment Methods

No.	Method
1	Monthly exams + daily quizzes and participation
2	Classroom discussions

Teaching and Learning Resources

Required Textbooks

No.	Book Title
1	<i>Academic Skills: Listening, Speaking, and Study Skills</i> (Level 2) – Sarah Philpot & Lesley Curnick
2	<i>Academic Skills: Listening, Speaking, and Study Skills</i> (Level 3) – Sarah Philpot & Lesley Curnick
3	<i>Penguin Speaking Skills</i> – John Green & Mark Hilton

Main References and Sources

Type	Reference
Main Reference	<i>Headway</i>
Recommended Book	<i>Face to Face</i> – Chris Redston & Gillie Cunningham

Course Description Form

Week	Hours	Required Learning Outcomes	Unit or subject name
1	2 hours	Pollution and environmental degradation	Pollution: Definition, Types of Pollution Air Pollution and Its Harm to Humans and the Environment Noise Pollution and Its Harm to Humans and the Environment
2	2 hours	Water pollution	Water pollution, its causes and harms to humans and environment. Food pollution, its causes and harms to humans and the environment. Methods of prevention and reduction of pollution risks.
3	2 hours	Immunity	Immunity: its definition, natural types, improvement, importance for humans against diseases and the vaccines children must take before school.
4	2 hours	Nutrition	Nutrition, its importance to humans, and the most important diseases resulting from it: malnutrition, anemia, and obesity, their symptoms, prevention methods, and causes. Vitamins: their definition and types.
5	2 hours	Vitamins	Vitamin A: its sources, benefits, and where it is found. Vitamin B: its sources, benefits, and where it is found. Vitamin C: its sources and diseases caused by vitamin deficiency. Vitamin D: its sources, where it is found, and diseases caused by its deficiency in the body. Vitamin K: its sources, where it is found, and diseases caused by its deficiency in the body.
6	2 hours	Diseases	Diseases that affect humans: Corona, its symptoms, cause of infection, and methods of treatment. Measles, its symptoms, and methods of treatment.
7	2 hours	Polio	Polio, its causes, treatment methods and symptoms - German measles and its symptoms - Tetanus, its symptoms and treatment - Epilepsy, its symptoms and treatment methods

8	2 hours	Diarrhea	Diarrhea: Symptoms, Causes, Types, and Prevention Methods Oral Irrigation, Diseases Common to Humans and Animals Exposure to War, Causes of Infection, Treatment, and Prevention Methods
9	2 hours	Infectious diseases	Diseases transmitted by lice and mosquitoes that are widespread among school students, and methods of prevention and treatment
10	2 hours	Malnutrition	Addiction and its harms to humans, smoking and depression electronic cigarettes, hookah and passive smoking
11	2 hours	Drugs	Drugs such as khat and morphine. - - Addiction treatment and prevention methods
12	2 hours	Addiction	Types of Modern Addiction Mobile Phones and Their Effects on Children's Health Impact on Children's Personality and Vision
13	2 hours	Internet addiction	Electronic addiction and its risks to humans and the environment Digital addiction and its effects on humans and the environment
14	2 hours	Waste	Waste recycling and its future impact on the economy and environment

Course Description Form

Course Name	Foundations of Education and Teaching
Course Code	EDUF12
Semester / Year	Second / 2025–2026
Date of Preparation	10/9/2025
Attendance Mode	Mandatory
Study Hours / Units	30 Hours / 3 Units
Course Coordinator	Asst. Lect. In'am Muhammad Mansour / Asst. Lect. Aws Ali

2. Course Objectives

Course Objectives

1. Understand the concept, functions, objectives, and modern conception of education.
2. Analyze the historical roots of education across societies and civilizations.
3. Distinguish between educational systems in ancient civilizations, Islamic education, and modern Arab societies.
4. Study key figures of Islamic, Western, and Greek educational thought and analyze their ideas.
5. Understand educational philosophies (idealism, realism, pragmatism) and link them to teaching practice.
6. Think critically about contemporary educational issues and relate them to educational reality.

3. Teaching, Learning & Assessment Strategies

Teaching & Learning Methods	Assessment Methods
<ul style="list-style-type: none"> • Interactive lecture • Classroom discussion • Cooperative and group learning • Presentations • Analysis of educational situations and case studies • Use of digital media and modern technology 	<ul style="list-style-type: none"> • Class participation and discussions • Short daily quizzes • Monthly exams • Presentations or applied activities • Final exam

4. Course Structure

Week	Hours	Learning Outcomes	Topic / Unit	Teaching Method	Assessment
1	3	Concept and functions of education	Introduction + Concept of Education + Functions	Lecture + Discussion	Class participation, daily quizzes, monthly exams, final exam
2	3	Analyze goals and modern concept of education	Goals of Education + Modern Concept	Discussion + Group activity	Class participation, daily quizzes, monthly exams, final exam
3	3	Interpret importance of historical roots of education	Historical Roots + Importance of Study	Lecture	Class participation, daily quizzes, monthly exams, final exam
4	3	Trace evolution of education in primitive societies	Introduction to Educational Evolution + Primitive Societies	Cooperative learning	Class participation, daily quizzes, monthly exams, final

					exam
5	3	First month exam	—	—	—
6	3	Analyze characteristics of education in primitive societies	Key Characteristics – Primitive Societies	Group activity	Class participation, daily quizzes, monthly exams, final exam
7	3	Study educational systems of ancient civilizations	Mesopotamia + Nile Valley + Ancient Egyptian education	Presentation + Discussion	Class participation, daily quizzes, monthly exams, final exam
8	3	Interpret educational systems in China and Greece	Chinese Education + Greek Education	Interactive lecture	Class participation, daily quizzes, monthly exams, final exam
9	3	Analyze ancient Greek educational systems	Sparta system + Causes of failure + Athens system	Discussion	Class participation, daily quizzes, monthly exams, final exam
10	3	Study education in the Middle Ages	Pre-Islamic education + Islamic education + Its goals	Presentation + Discussion	Class participation, daily quizzes, monthly exams, final exam
11	3	Study figures of Islamic educational thought	Ibn Khaldun + Ibn Sina + Al-Ghazali	Lecture	Class participation, daily quizzes, monthly exams, final exam

12	3	Study figures of Western educational thought	Jean-Jacques Rousseau + John Dewey	Group discussion	Class participation, daily quizzes, monthly exams, final exam
13	3	Study figures of Greek educational thought	Socrates + Plato + Aristotle	Group activity	Class participation, daily quizzes, monthly exams, final exam
14	3	Define philosophy of education	Meaning + Types of educational philosophy	Lecture + Discussion	Class participation, daily quizzes, monthly exams, final exam
15	3	Second month exam	—	—	—

5. Assessment Breakdown

Course Assessment

1. Class participation and discussions
2. Short daily quizzes
3. Monthly written exams
4. Presentations and applied activities
5. Final exam

6. Learning Resources

Learning Resources

Required Textbooks	Foundations of Education – approved university curriculum
Main References / Sources	Books on modern educational thought; educational philosophy; educational sociology
Recommended Books & Journals	Academic research and theses from Iraqi universities
Electronic References & Websites	Academic journal portal of the Iraqi Ministry of Higher Education

Course Description Form

Course Name	Islamic Education
Course Code	ISLFI2
Semester / Year	First Stage / Second Semester
Date of Preparation	10/9/2025
Attendance Mode	Mandatory
Study Hours / Units	30 Hours / 2 Units
Course Coordinator	Asst. Lect. Ahmad Younus Abdullah ahmadyounus@uodiyala.edu.iq

2. Course Objectives

Course Objectives

1. Familiarize students with heavenly laws in general and Islamic education in particular.
2. Enable students to know the characteristics of Islamic education.
3. Enable students to understand the Holy Quran, Prophetic Sunnah, Principles of Jurisprudence, and sources of Islamic legislation.
4. Acquaint students with the most important sources and references in the subject.
5. Enable students to analyze the deviation of some heavenly laws.
6. Link Islamic concepts and values to learner needs, contemporary requirements, and societal needs.
7. Develop critical and analytical thinking skills, planning ability, communication, and use of modern teaching methods.

3. Teaching, Learning & Assessment Strategies

Teaching & Learning Methods	Assessment Methods
<ul style="list-style-type: none"> • Lecture and oral questioning method • Requiring students to submit subject-related reports and visit libraries • Assigning home preparation: summarizing a book in Hadith sciences 	<ul style="list-style-type: none"> • Daily in-class tests • Submission of applied reports • Monthly written exams measuring understanding and recall of examples • Grade distribution ensuring rights regarding attendance, participation, and extracurricular activities

4. Course Structure

Week	Hours	Learning Outcomes	Topic / Unit	Teaching Method	Assessment
1	2	Know the science of	Introduction to the Science of	Discussion	Oral questions &

		theology (Usul al-Din)	Theology		student participation
2	2	Know the characteristics of theology	Names of this science and their reasons	Brainstorming	Questions and student answers
3	2	Identify the pillars of faith	Pillars of Faith according to the Muslim majority	Cooperative learning	Oral questions & participation
4	2	Know theology (Ilahiyyat)	Theology (Ilahiyyat)	Discussion & interrogation	Oral questions + daily written test
5	2	Identify the existence of God and His attributes	Existence of God and His Attributes	Self-learning	Oral questions & participation
6	2	Know the proofs of God's existence and attributes	Proofs of God's Existence and Attributes	Cooperative learning	Oral questions & participation
7	2	First periodic exam – review and discussion of errors	—	—	—
8	2	Know the Hadith argument and the Argument of Providence	Hadith Argument – Argument of Providence and Innovation	Brainstorming	Questions and student answers
9	2	Understand the deception of senses and identify atheism	Deception of Senses – Atheism	Lecture	Oral questions & participation
10	2	Know the psychological attribute	Divine Attributes – Psychological Attribute (Existence)	Cooperative learning	Oral questions & participation
11	2	Know the negative attributes	Negative Attributes (Eternity, Everlastingness, Difference from Created, Self-Subsistence,	Brainstorming	Oral questions & participation

			Uniqueness)		
12	2	Know the attributes of meanings	Attributes of Meanings (Power, Will, Knowledge, Life, Hearing, Sight, Speech)	Cooperative learning	Oral questions + daily written test
13	2	—	Impact of the Tawhid creed on life; What is impossible regarding God; What is permissible regarding God	Interrogation	Oral questions & participation
14	2	Report discussion session	—	—	—
15	—	Second periodic exam – review and discussion of errors	—	—	—

5. Assessment Breakdown

Course Assessment

1. Continuous Assessment (40 marks): (a) 10 marks – daily tests (oral and written); (b) 10 marks – class and extracurricular activities; (c) 20 marks – monthly written exams.
2. Final Semester Exam: 60 marks.

6. Learning Resources

Learning Resources

Required Textbooks	—
Main References / Sources	Introduction to Islamic Law: Mustafa Al-Zulami
Recommended Books & Journals	Summary of Islamic Education; Fundamentals of Islamic Legislation; Introduction to Islamic Sciences
Electronic References & Websites	E-learning platforms; official websites of Iraqi universities

Course Description Form

Grammar	Course Name - ١
EB02P224	Course Code-٢
٢٠٢٦/٢٠٢٥	Semester/Year-٣
10/9/2025	Date this description was prepared -٤
Mandatory	Available forms of attendance -٥
hours per week 2 / hours 30	Number of study hours (total) / -٦ (Number of units (total
Dr. Sayf H. Abdalhakeem	Name of the course coordinator - ٧
<p>Course Objectives -٨</p> <p>Develop a foundational understanding of English grammar with emphasis on basic sentence structures and functional usage in communication. Identify and analyze phrasal constructions (noun phrases, verb phrases, adjective phrases, and prepositional phrases) and understand their roles within sentences. Recognize and apply basic sentence patterns in English, including simple, compound, and basic complex structures. Construct grammatically correct sentences using standard word order (Subject–Verb–Object and its variations). Differentiate between major sentence elements, including subjects, verbs, objects, complements, and modifiers. Apply basic grammatical rules in written and spoken communication to produce clear and coherent sentences. Improve accuracy in sentence formation through controlled practice and guided exercises. Develop analytical skills in sentence breakdown, enabling students to parse and understand sentence structure effectively. Enhance awareness of grammatical correctness in both academic writing and everyday communication. Build a strong foundation for advanced grammar studies in higher academic levels.</p>	
<p>Teaching and learning strategy -٩</p> <ol style="list-style-type: none"> 1. Interactive Lectures :١ Strategy 2. Practical exercises and speech training :٢ Strategy . 3. Audio Transcription Workshops :٣ Strategy 4. alysis and Group DiscussionCritical An :٤ Strategy 5. Enhanced Learning-Technology :٥ Strategy 6. Formative Assessment and Feedback :٦ Strategy 	

Course Structure - ١٠					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Assignments & Quizzes	Lecture	Introduction to phrasal constructions	Define the concept of phrasal constructions in English grammar accurately. Identify different types of phrasal constructions within sentences. Distinguish between phrases, clauses, and sentences based on structural features.	2	1 st week
Assignments & Quizzes	Lecture	Noun phrase	Define the noun phrase and explain its role in sentence structure. Identify noun phrases in different types of sentences. Analyze the internal structure of noun phrases (head noun, determiners, modifiers).	2	2 nd week
Assignments & Quizzes	Presentation: Teacher explains rule with examples Practice: Controlled exercises Production: Free use in speaking/writing	Exercises	Apply knowledge of noun phrase structure in solving grammar exercises accurately. Identify noun phrases correctly in a variety of contextualized sentences. Complete gap-fill exercises using appropriate determiners, modifiers, and head nouns.	2	3 rd week
Assignments & Quizzes	Presentation: Teacher explains rule with examples Practice:	Verb Phrase	Define the verb phrase and explain its function within sentence structure. Identify verb phrases	2	4 th week

	Controlled exercises Production: Free use in speaking/writing		in different types of sentences. Analyze the internal structure of verb phrases (main verb and auxiliary verbs).		
Assignments & Quizzes	Presentation: Teacher explains rule with examples Practice: Controlled exercises Production: Free use in speaking/writing	Exercises	Apply knowledge of verb phrase structure in solving grammar exercises accurately. Identify verb phrases correctly in different sentence contexts. Complete exercises involving correct use of auxiliary verbs and main verbs.	2	5 th week
Examination				2	6 th week
Assignments & Quizzes	Presentation: Teacher explains rule with examples Practice: Controlled exercises Production: Free use in speaking/writing	Adjectival phrase	Define the adjectival phrase and explain its function in modifying nouns. Identify adjectival phrases in sentences correctly. Analyze the internal structure of adjectival phrases (head adjective and modifiers).	2	7 th week
Assignments & Quizzes	Presentation: Teacher explains rule with examples Practice: Controlled exercises Production: Free use in speaking/writing	Adverbial phrase	Define the adverbial phrase and explain its function in sentence structure. Identify adverbial phrases in different types of sentences. Analyze the structure of adverbial phrases (head adverb and modifiers or prepositional/infinitive forms).	2	8 th week
Assignments & Quizzes	Presentation: Teacher explains rule with examples	Prepositional phrase	Define the prepositional phrase and explain its function in English	2	9 th week

	<p>Practice: Controlled exercises</p> <p>Production: Free use in speaking/writing</p>		<p>sentence structure. Identify prepositional phrases accurately in different sentence contexts. Analyze the internal structure of prepositional phrases (preposition + object + modifiers).</p>		
Assignments & Quizzes	<p>Presentation: Teacher explains rule with examples</p> <p>Practice: Controlled exercises</p> <p>Production: Free use in speaking/writing</p>	Sentence elements	<p>Define the main elements of an English sentence (subject, verb, object, complement, and adverbial). Identify sentence elements accurately in simple and complex sentences. Distinguish between essential and optional sentence elements.</p>	2	10 th week
		Examination		2	11 th week
Assignments & Quizzes	<p>Presentation: Teacher explains rule with examples</p> <p>Practice: Controlled exercises</p> <p>Production: Free use in speaking/writing</p>	Sentence patterns	<p>Define basic English sentence patterns and explain their structural organization. Identify the main sentence patterns (e.g., S+V, S+V+O, S+V+C, S+V+O+O, S+V+O+C) in given sentences. Distinguish between different sentence patterns based on verb type and sentence structure.</p>	2	12 th week
		Questions	<p>Define interrogative sentences and explain their function in communication. Identify different types of questions in English (yes/no questions, WH-</p>	2	13 th week

			questions, alternative questions, and tag questions). Distinguish between question forms based on structure and purpose.		
		Negations	Define negation and explain its function in English sentence structure. Identify different forms of negation in affirmative and negative sentences. Apply correct negative structures using auxiliary verbs (do, be, have, and modal verbs).	2	14 th week
		Review and remedial work		2	15 th week

Evaluation methods - ١١

exams + daily quizzes and participation .٧
classroom discussions .^

Learning and teaching resources - ١٢

A Practical English Grammar A. J. Thomson A. V. Martinet	Required textbooks .٩
<i>Oxford English Grammar by John Estwood</i>	Main references and sources - ٢
<i>Internet References such as wiki pedia</i>	a) Recommended books and references(scientific journals, reports, etc. (
10. Oxford Learner's Dictionaries: https://www.oxfordlearnersdictionaries.com/ 11. Longman Dictionary of Contemporary English: https://www.ldoceonline.com/	references, websites b) Electronic...

Course Description Form

Course Name	Short story
Course Code	EB02LSS124
Semester / Year	First semester- courses
Description Preparation Date	10/9/2025
Available Attendance Forms:	Mandatory
Number of Credit Hours (Total) / Number of Units (Total)	20 hours/ 2 units
Course administrator's name (mention all, if more than one name)	Name: Asist. Prof:Halima ismail Email: basiceng10te@uodiyala.edu.iq
Reviewing the course material... The student develops a knack for identifying the beauty of the lesson... Understanding the lesson's usefulness from the assigned material...	
Teaching and Learning Strategies: View everything related to the student and the subjects he studies	

Course Structure					
Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Daily and monthly testing and reporting	Presentation and discussion	Plot and setting	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	First
Daily and monthly testing and reporting	Presentation and discussion	Point of view ,conflict and resolution	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Second
Daily and monthly testing and reporting	Presentation and discussion	Characterization and theme	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Third
Daily and monthly testing and reporting	Presentation and discussion	Symbolism and tone	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Fourth
First month exam				٢	Fifth
Daily and monthly testing and reporting	Presentation and discussion	Irony and foreshadowing	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Sixth
Daily and monthly testing and reporting	Presentation and discussion	Flashback and stream of consciousness	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Seventh
Daily and monthly testing and reporting	Presentation and discussion	Unreliable narrator	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Eight
Daily and monthly testing and reporting	Presentation and discussion	Epistolary form and flash-forward	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Sixth
Daily and monthly	Presentation and discussion	Frame story and dialogue	The student learns the subject, becomes	٢	Seventh

testing and reporting			familiar with it, its vocabulary, and how to learn it practically		
Daily and monthly testing and reporting	Presentation and discussion	“Interpreter of maladies” introduction and discussion	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Nine
Daily and monthly testing and reporting	Presentation and discussion	“Interpreter of maladies” in-depth analysis	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Ten
Daily and monthly testing and reporting	Presentation and discussion	“The Yellow Wallpaper” introduction and discussion	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Eleven
Daily and monthly testing and reporting	Presentation and discussion	“The Yellow Wallpaper” in-depth analysis	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Twelfth
Second month exam				٢	Fifteen

Assessment methods

Monthly exams + daily quizzes and participation .
Classroom discussions .

Learning and teaching resources

Charlotte Perkins Gilman ,(2009)The Yellow Wallpaper,Herlandand selected writings
J.A Cuddon &M.A.R Habib,(2015)The Penguin Dictionary of Literary Terms and Literary Theory (5th Edition)
Jhumpa Lahiri,(2019)Interpreter of Maladies: A Pulitzer Prize Winner
Larry Dark (Editor)(2019)The Story Prize :15 Years of Great Short Fiction .

Required textbooks .)

Charlotte Perkins Gilman ,(2009)The Yellow Wallpaper,Herlandand selected writings J.A Cuddon &M.A.R Habib,(2015)The Penguin Dictionary of Literary Terms and Literary Theory (5 th Edition) Jhumpa Lahiri,(2019)Interpreter of Maladies: A Pulitzer Prize Winner Larry Dark (Editor)(2019)The Story Prize :15 Years of Great Short Fiction .	Main References and Sources
Everything related to vocabulary from recent, rigorous scientific studies.) Recommended books and references (scientific journals, reports, etc.)
All websites that focus on English literature.	b) Electronic references, websites, etc.

Course Description Form

Course Name	General Arabic Language (English Department)
Course Code	No code assigned
Semester / Year	Third / Second Year
Date of Preparation	10/9/2025
Attendance Mode	Mandatory
Study Hours / Units	30 Hours / 2 Units
Course Coordinator	Asst. Prof. Dr. Safa Salim Muhammad basica42te@uodiyala.edu.iq

2. Course Objectives

Course Objectives

1. Learn the accusative nouns in Arabic and distinguish between them.
2. Learn the genitive constructions in Arabic and distinguish between them.
3. Distinguish between declinability and indeclinability in the present tense verb; identify subjunctive and jussive operators and apply them in writing and speech.
4. Memorize Quranic verses and Hadith texts with their interpretation.
5. Identify literary genres and their types in Arabic prose.
6. Memorize Arabic poetry texts by classical and modern poets and understand their meanings.
7. Identify common linguistic errors and their corrections.
8. Learn the writing of ta' marbuta and ta' mabsuta and their respective positions.
9. Distinguish between the letters Dad and Tha' in pronunciation and writing, and memorize words containing the letter Tha'.
10. Learn Arabic dictionaries: types, schools, methodology, and methods of research.

3. Teaching, Learning & Assessment Strategies

Teaching & Learning Methods	Assessment Methods
<ul style="list-style-type: none"> • Lecture accompanied by interrogation • Requiring students to visit the library and the internet for research papers • Assigning home tasks requiring causal self-explanations 	<ul style="list-style-type: none"> • Daily tests with varied questions • Submission of research papers • Written exam measuring ability to understand material and recall examples, and application • Allocating specific marks for daily assignments, attendance, and class participation

4. Course Structure

Week	Hours	Learning Outcomes	Topic / Unit	Teaching Method	Assessment
1	2	Memorize verses from Surah Al-Isra' with their meanings; memorize a Hadith on the precision of work	Quran and Hadith	Lecture with interrogation	Participation in preparation
2	2	Distinguish subjunctive and jussive operators on the present tense verb and apply them	Arabic Grammar: Subjunctive and Jussive of Present Tense Verb	Lecture with interrogation	Daily written test
3	2	Distinguish genitives, know their types and parsing	Arabic Grammar: Genitives	Lecture with interrogation	Participation in preparation
4	2	List accusatives, distinguish between them, and understand their parsing	Arabic Grammar: Accusatives	Lecture with interrogation	Daily written test
5	2	Know prose literary genres	Arabic Literature: Prose Genres	Lecture with interrogation	Participation in

		(story, drama, maqama, literary epistles, wills)			preparation
6	2	Know the life and era of poet Al-Sharif Al-Radi; memorize lines from his elegy for his mother	Poem of Al-Sharif Al-Radi	Lecture	Participation in preparation
7	—	First written exam	—	—	—
8	2	Know the life and era of Abu Al-Ala' Al-Ma'arri; memorize lines from his famous Daliyya	Poet Abu Al-Ala' Al-Ma'arri and his Daliyya	Lecture	Participation in preparation
9	2	Know the life and era of Muhammad Mahdi Al-Jawahiri; memorize and understand lines from his poem	Poet Muhammad Mahdi Al-Jawahiri	Lecture with interrogation	Daily written test
10	2	Know the life and era of Badr Shakir Al-Sayyab; memorize and understand lines from his poem	Poet Badr Shakir Al-Sayyab	Lecture with interrogation	Participation in preparation
11	2	Distinguish between writing ta' marbuta and ta' mabsuta; identify their positions in nouns and verbs	Spelling: Ta' Marbuta and Ta' Mabsuta	Lecture with interrogation	Daily written test
12	2	Know the extended alif (alif mamduda)	Spelling: Extended and Shortened Alif	Lecture with interrogation	Participation in preparation

		and shortened alif (alif maqsura) and learn to write them			
13	2	Distinguish between Dad and Tha', know their articulation points, memorize words with Tha'	Spelling: Dad and Tha'	Lecture with interrogation	Daily written test
14	2	Learn the history of Arabic dictionaries, types, and research methods; know common linguistic errors	Arabic Dictionaries & Linguistic Correction	Lecture with interrogation	Participation in preparation
15	—	Second written exam	—	—	—

5. Assessment Breakdown

Course Assessment

- Semester continuous assessment (40 marks): 25 marks – monthly written exams; 5 marks – daily tests; 5 marks – reports; 5 marks – attendance and class participation.
- Final semester exam: 60 marks.

6. Learning Resources

Learning Resources

Required Textbooks	No prescribed textbook
Main References / Sources	Sharh Ibn Aqil ala Alfiyyat Ibn Malik by Ibn Aqil (d. 769 AH), ed. Muhammad Muhyi Al-Din Abd Al-Hamid, Dar Al-Turath / Dar Misr, 20th edition, 1980. Jami' Al-Durus Al-'Arabiyya by Mustafa Al-Ghalayini (d. 1364 AH), Al-Maktaba Al-Asriyya, Beirut, 28th edition, 1993.
Recommended Books & Journals	Any relevant sources on the subject
Electronic References & Websites	Al-Maktaba Al-Shamila; Dr. Muhammad Rabi' Al-Ghamidi; Al-Aluka; Maktabatuna Al-'Arabiyya; Jami' Al-Kutub Al-Musawwara

Course description template

1.course name	Crimes of the Baath Regime in Iraq
2.course code	BAASE3
3.semester/Year	First2025
4.Date of preparation	10/9/2025
5. Forms of Attendance Available	Mandatory
6. Total Study Hours / Total Units	2 Hours / 2 Study Units
7. Name of the course coordinato	Dr. Suheila Jaafar Abbas
basica58te@uodiyala.edu.iq	
<p>8. Course Objectives:</p> <ul style="list-style-type: none"> • Defining the concept of crime and its various forms. • Clarifying the crimes of the Baath regime in Iraq. • Studying the crimes committed by the dissolved Baath Party in Iraq 	
<p>9. Teaching and Learning Strategy:</p> <ul style="list-style-type: none"> • Classroom dialogue, interaction, and questioning. 	

10.Course Structure					
Week	Hours	Learning Outcomes	Topic/Unit	Teaching methods	Evaluation method
First	2	Understanding the definition and classification of crimes	Definition and Types of Crimes	Dialogue	According to the student's understanding
Second	2	Understanding the definition of international crimes	Types of international crimes	Questioning	
Third	2	Understanding the Dujail crime	the Dujail crime	Dialogue & Interaction	
Fourth	2	Ability to list details of the Halabja crime	The Halabja Crime	Questioning	
Fifth	-	First Monthly Exam			
Sixth	2	Understanding the details of the Anfal campaign	The ANfal Campaign Crime	Classroom Interaction	
Seventh	2	Knowledge of the execution of Iraqi merchants	The Crime of Executing Merchants	Dialogue	
Eighth	2	Listing the reasons for the displacement of Faili Kurds	Displacement of Faili Kurds	Questioning	
Ninth	2	Comprehending psychological crimes	Psychological Crimes	Dialogue & Interaction	
Tenth	2	Understanding the militarization of society and the fight against the Religious Hawza	Militarization of Society & Oppression of the Hawza	Classroom Interaction	
Eleventh	2	Knowledge of the effects of chemical attacks on Basra	Chemical Attacks on Basra	Questioning	
Twelfth	2	Understanding the "Scorched Earth" policy	Scorched Earth Policy	Dialogue & Interaction	
Thirteenth	2	Understanding the policy of draining the Marshes	Draining the Marshes	Dialogue	
Fourteenth	2	Understanding the causes/context of mass graves	Mass Graves	Classroom Interaction	
Fifteenth	-	Second Monthly Exam			

11. Assessment methods	
1.Monthly exam + Daily quizzes and participation	
2.Classroom discussions	
12. Learning Resources	
1. Required Textbooks	None; the curriculum is a unified ministerial curriculum standardized for all universities and colleges in Iraq.
2. Main references and sources	
a. Recommended books and references (scientific journals, reports, etc.)	
b. Electronic references, websites...	

Course Description Form

1.course name	Crimes of the Baath Regime in Iraq
2.course code	BAASE3
3.semester/Year	First2025
4.Date of preparation	10/9/2025
5. Forms of Attendance Available	Mandatory
6. Total Study Hours / Total Units	2 Hours / 2 Study Units
7. Name of the course coordination	Dr. Suheila Jaafar Abbas
basica58te@uodiyala.edu.iq	
8. Course Objectives:	
<ul style="list-style-type: none"> • Defining the concept of crime and its various forms. • Clarifying the crimes of the Baath regime in Iraq. 	

- Studying the crimes committed by the dissolved Baath Party in Iraq

9. Teaching and Learning Strategy:

- Classroom dialogue, interaction, and questioning.

10.Course Structure					
Week	Hours	Learning Outcomes	Topic/Unit	Teaching methods	Evaluation method
First	2	Understanding the definition and classification of crimes	Definition and Types of Crimes	Dialogue	According to the student's understanding
Second	2	Understanding the definition of international crimes	Types of international crimes	Questioning	
Third	2	Understanding the Dujail crime	the Dujail crime	Dialogue & Interaction	
Fourth	2	Ability to list details of the Halabja crime	The Halabja Crime	Questioning	
Fifth	-	First Monthly Exam			
Sixth	2	Understanding the details of the Anfal campaign	The ANfal Campaign Crime	Classroom Interaction	
Seventh	2	Knowledge of the execution of Iraqi merchants	The Crime of Executing Merchants	Dialogue	
Eighth	2	Listing the reasons for the displacement of Faili Kurds	Displacement of Faili Kurds	Questioning	
Ninth	2	Comprehending psychological crimes	Psychological Crimes	Dialogue & Interaction	
Tenth	2	Understanding the militarization of society and the fight against the Religious Hawza	Militarization of Society & Oppression of the Hawza	Classroom Interaction	
Eleventh	2	Knowledge of the effects of chemical attacks on Basra	Chemical Attacks on Basra	Questioning	
Twelfth	2	Understanding the "Scorched Earth" policy	Scorched Earth Policy	Dialogue & Interaction	
Thirteenth	2	Understanding the policy of draining the Marshes	Draining the Marshes	Dialogue	
Fourteenth	2	Understanding the causes/context of	Mass Graves	Classroom Interaction	

		mass graves			
Fifteenth	-	Second Monthly Exam			

11. Assessment methods	
1.Monthly exam + Daily quizzes and participation	
2.Classroom discussions	
12. Learning Resources	
1. Required Textbooks	None; the curriculum is a unified ministerial curriculum standardized for all universities and colleges in Iraq.
2. Main references and sources	
a. Recommended books and references (scientific journals, reports, etc.)	
b. Electronic references, websites...	

General Information

2. Course Name:	
Grammar	
3. Course Code:	
EB02G212	
4. Semester / Year:	
First /2025-2026	
5. Description Preparation Date:	
10/9/2025	
6. Available Attendance Forms:	
Mandatory	
7. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours /3 units	
8. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Hazim Mohamed Ali Khalaf	
9. Course Objectives	
Course Objectives	<ol style="list-style-type: none"> 1. By the end of the course, the students are expected to: 2. Recognize the forms of English tenses. 3. Know how to use the English tenses. 4. Know how to shift from one tense to another. 5. Know how to shift direct to indirect speech
6. Teaching and Learning Strategies	
Strategy	Explaining and clarifying the course material. The lecture method accompanied by questioning and explaining.

The self-learning method.					
7. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1		method of Assessment Course introduction	Introduction about subjects which teaching in course	Lecture discussion	Feedback
2		Word and sentence, Word class, direct & ind speech	Know to use word class word and sentence and to shift direct to indirec speech	Lecture discussion	Feedback
3		Verb action and stative present tense	Know how to use verb Action & statue verb present tense	Lecture discussion	Feedback
4		Present tenses	How to use the structur tenses	Lecture discussion	Feedback
5		Past tense	How to use the structur tenses	Lecture discussion	Feedback
6	First month exam				
7		Past tenses	How to use the structur tenses	Lecture discussion	Feedback
8		Future tenses	How to use the structur tenses	Lecture discussion	Feedback
9		Future tenses	How to use the structur tenses	Lecture discussion	Feedback
10		Questions, negatives answers	Know how to use n question, negative answer	Lecture discussion	Feedback
11	Second month exam				
12		Modal verbs a. ability b. Permission	Know how to use m verbs	Lecture discussion	Feedback
13		c. Possibility and certain d. Necessity	Know how to use m verbs	Lecture discussion	Feedback
14		Review and Feedback	Review	Lecture discussion	Feedback
15		Review and Feedback	Review	Lecture discussion	Feedback
Course Evaluation					
Monthly exams and daily quiz Classroom discussion					
Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Oxford Practice		
Main references (sources)			-Eastwood, John (٢٠٠٢) Oxford Practice Grammar 2nd Ed.		
Recommended books and references (scientific journals, reports...)			Grammar in Use.		
Electronic References, Websites			Youtub & English for all		

Course Description Form

10. Course Name:					
Phonetics and Phonology					
11. Course Code:					
EB02P214					
12. Semester / Year:					
2025-2026					
13. Description Preparation Date:					
10/9/ 2025					
14. Available Attendance Forms:					
Mandatory/ in person					
15. Number of Credit Hours (Total) / Number of Units (Total)					
45 Credit Hours / 3 Course Units					
16. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Nagham Jafar Majeed, Ph.D. Email: basiceng23te@uodiyala.edu.iq/					
17. Course Objectives					
Course Objectives		<ol style="list-style-type: none"> 1. To provide students with a comprehensive understanding of the theoretical framework of English phonetics and phonology, from individual sounds (segments) to connected speech (suprasegmentals). 2. To develop students' practical skills in phonemic transcription and the accurate production of English sounds, stress, and intonation patterns. 3. To enable students to analyze and explain the phonological processes that occur in natural, connected speech, such as elision, assimilation, and weak forms. 4. To equip students with the analytical tools to critically evaluate phonemic analysis and understand the functions of intonation in discourse and attitude. 			
5. Teaching and Learning Strategies					
Strategy		<ol style="list-style-type: none"> 6. Strategy 1: Interactive Lectures 7. Strategy 2: Practical Drills and Production Practice 8. Strategy 3: Transcription Workshops 9. Strategy 4: Critical Analysis and Group Discussion 10. Strategy 5: Technology-Enhanced Learning 11. Strategy 6: Formative Assessment and Feedback 			
12. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	- Understand the course structure,	Assessment Met and Course		

		<p>grading policy, and assessment methods.</p> <ul style="list-style-type: none"> - Differentiate between the broad fields of phonetics (speech production) and phonology (sound systems). - Identify the key symbols and terminology used in the course. 	Introduction		
2	3	<p>Define a syllable and identify its key constituents: onset, nucleus, and coda.</p> <p>Explain the difference between strong and weak syllables in English.</p> <p>Identify and transcribe the common weak vowels, specifically the schwa [ə] and close front [ɪ] and close back [ʊ] weak vowels.</p>	<p>Ch. 8 The Syllable</p> <p>Ch. 9 Strong and Weak Syllables</p>	Lecture, diagrams, transcription drills.	Transcription assignment, oral test.
3	3	<p>Define word stress as a suprasegmental feature.</p> <p>Identify the stressed syllable in simple, multi-syllabic words.</p> <p>Apply the basic rules for stress</p>	Ch. 10 Stress in Simple Words	Lecture, diagrams, transcription drills.	Transcription assignment, oral test.

		placement in two-syllable words (e.g., nouns vs. verbs).			
4	3	Analyze stress patterns in complex words, including those with suffixes and prefixes. Distinguish between stress-affecting and stress-neutral suffixes.- Predict the main stress in words based on common morphological rules.	Ch. 11 Complex Word Stress	Lecture, diagrams, transcription drills.	Transcription assignment, oral test.
5	3	Critically evaluate the concept of the phoneme and the limitations of the phonemic principle. Discuss problematic cases in analysis, such as affricates, diphthongs, and the status of [ə] and schwa. Argue for and against different phonemic interpretations of English sounds.	Ch. 13 Problems Phonemic Analy	Lecture, diagrams, transcription drills.	Transcription assignment, oral test.
6	3	Assessment Test 1. Demonstrate understanding of topics from Weeks 1-5 through a formal assessment.			
8	3	Define elision as the omission of sounds in connected speech. Identify common contexts where	Ch. 14 Aspects of Connected Speech Ch. 14.1 Rhyth	Lecture, diagrams, transcription drills.	Transcription assignment, oral test.

		<p>elision occurs (e.g., loss of weak vowels, consonant cluster simplification).</p> <p>Transcribe phrases in their full form and in their elided, connected speech form.</p>			
9	3	<p>Define intonation and its primary components (pitch, tone, intonation phrase).</p> <p>Identify and produce the basic simple tone types: fall, rise, fall-rise, and rise-fall.</p> <p>Divide a sentence into its constituent intonation phrases</p>	Ch. 14.3 Elision	Lecture, diagrams, transcription drills.	Transcription assignment, oral test.
10	3	<p>Describe the structure of the intonation phrase, including the pre-head, head, nucleus, and tail.</p> <p>Analyze the placement of the nucleus (tonic stress) within an intonation phrase.</p> <p>Differentiate between different types of intonation (e.g., high head, low head).</p>	Ch. 15 Intonation	Lecture, diagrams, transcription drills.	Transcription assignment, oral test.
11	3	<p>Analyze how intonation is used to structure information in discourse.</p> <p>Explain the role of intonation in</p>	Ch. 16 Intonation	Lecture, diagrams, transcription drills.	Transcription assignment, oral test.

		<p>turn-taking and conversational management.</p> <p>Distinguish between the use of tones to signal given vs. new information.</p>			
12	3	<p>Identify the attitudinal function of intonation (expressing emotions and attitudes).</p> <p>Identify the grammatical function of intonation (marking clause boundaries, distinguishing statements from questions).</p> <p>Differentiate sentences based on their intonation pattern.</p>	Ch. 17 Intonation	Lecture, diagrams, transcription drills.	Transcription assignment, oral test.
13	3	<p>Identify the discourse function of intonation (focusing attention, contrasting ideas).</p> <p>Identify the psychological function of intonation (organizing speech into manageable chunks).</p> <p>Analyze a short text or dialogue and explain how intonation contributes to its</p>	Ch. 18 Function Intonation	Lecture, diagrams, transcription drills.	Transcription assignment, oral test.

		meaning.			
14	3	Second month exam			
c. Course Evaluation					
The total course grade (100 marks) is divided into two main components:					
14. First: (40 marks) allocated to continuous assessment,					
15. Second: (60 marks) allocated to the final examination.					
d. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Roach, Peter. (2009) English Phonetics and Phonology, 4		
Main references (sources)			Ladefoged, P., & Johnson, K. (2014). A Course in Phonetics (7 th ed.). Cengage Learning.		
Recommended books and references (scientific journals, reports...)			1. Phonetica Published by De Gruyter Mouton. As the “International Journal of Phonetic Science,” it provides a platform for a comprehensive understanding of all aspects of phonetic science across languages, dialects, and contexts. It has a strong interdisciplinary focus.		
Electronic References, Websites			Oxford Learner’s Dictionaries: https://www.oxfordlearnersdictionaries.com/ Longman Dictionary of Contemporary English: https://www.ldoceonline.com/		

Course Description Form

Item	Description
Course Name	Conversation
Course Code	EB02C121
Semester / Academic Year	Second Semester / 2025–2026
Date of Preparation	10/9/2025
Attendance Type	Mandatory
Total Study Hours	4 Hours
Course Instructor	Asst. Prof. Dr. Maysaa Ridha Jawad

Course Objectives

No.	Objectives
1	Understand the importance of listening to audio conversations in enhancing foreign language acquisition.
2	Distinguish between different types of listening and recognize auditory influences.

No.	Objectives
3	Comprehend the main idea of audio passages and identify specific details.

Teaching and Learning Strategies

No.	Strategy
1	Explaining and clarifying the prescribed course material.
2	Lecture method accompanied by questioning and encouraging student creativity.
3	Self-learning method.

Course Structure

Week	Hours	Learning Outcomes	Unit / Topic	Teaching Method	Assessment Method
1	ξ	Conversation	Introduction	General discussion	Formative assessment
2	ξ	Conversation	Introducing yourself	Conversation & questions	Formative assessment
3	ξ	Conversation	Formal & informal introduction	Conversation & questions	Formative assessment
4	ξ	Conversation	What do you want to be and why	Conversation & questions	Formative assessment
5	ξ	First Monthly Exam	—	—	—
6	ξ	Conversation	At the Hospital	Conversation & questions	Formative assessment
7	ξ	Conversation	At the Pharmacy	Conversation & questions	Formative assessment
8	ξ	Conversation	Activity	Student-prepared conversation and discussion	Formative assessment
9	ξ	Conversation	At a Birthday party	Conversation & questions	Formative assessment
10	ξ	Conversation	At the Mall	Conversation & questions	Formative assessment
11	ξ	Conversation	Activity	Student-prepared conversation and discussion	Formative assessment
12	ξ	Conversation	At the airport and on the plane	Conversation & questions	Formative assessment
13	ξ ξ	Conversation	At the Hotel and reservation	Conversation & questions	Formative assessment
14	ξ	Conversation	Activity	Student-prepared conversation and discussion	Formative assessment

Week	Hours	Learning Outcomes	Unit / Topic	Teaching Method	Assessment Method
15	ξ	Second Monthly Exam	—	—	—

Assessment Methods

No.	Method
1	Monthly exams + daily quizzes and participation
2	Classroom discussions

Teaching and Learning Resources

Required Textbooks

No.	Book Title
1	<i>Academic Skills: Listening, Speaking, and Study Skills</i> (Level 2) – Sarah Philpot & Lesley Curnick
2	<i>Academic Skills: Listening, Speaking, and Study Skills</i> (Level 3) – Sarah Philpot & Lesley Curnick
3	<i>Penguin Speaking Skills</i> – John Green & Mark Hilton

Main References and Sources

Type	Reference
Main Reference	<i>Headway</i>
Recommended Book	<i>Face to Face</i> – Chris Redston & Gillie Cunningham

Course Description Form

Course Name	Comprehension
Course Code	EB02C211
Semester / Year	First semester- courses
Description Preparation Date	10/9/2025
Available Attendance Forms:	Mandatory
Number of Credit Hours (Total) / Number of Units (Total)	30 hours/ 2 units

Course administrator's name (mention all, if more than one name)	Name: Asist. Prof:Halima ismail Email: basiceng10te@uodiyala.edu.iq
Reviewing the course material... The student develops a knack for identifying the beauty of the lesson... Understanding the lesson's usefulness from the assigned material...	
Teaching and Learning Strategies: View everything related to the student and the subjects he studies	

Course Structure					
Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Daily and monthly testing and reporting	Presentation and discussion	Good memories	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	First
Daily and monthly testing and reporting	Presentation and discussion	Life in the city	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Second
Daily and monthly testing and reporting	Presentation and discussion	Making chang	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Third
Daily and monthly testing and reporting	Presentation and discussion	Have you ever tried it	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Fourth
First month exam				٢	Fifth
Daily and monthly testing and reporting	Presentation and discussion	Hit the road	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Sixth
Daily and monthly testing and reporting	Presentation and discussion	What do you use this for	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Seventh
Daily and monthly testing and reporting	Presentation and discussion	Time the celebrate	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Eight
Daily and monthly testing and reporting	Presentation and discussion	Only time will tell	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Sixth
Daily and monthly	Presentation and discussion	I like working with people	The student learns the subject, becomes	٢	Seventh

testing and reporting			familiar with it, its vocabulary, and how to learn it practically		
Daily and monthly testing and reporting	Presentation and discussion	Its ready worth seeing	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Nine
Daily and monthly testing and reporting	Presentation and discussion	Its long story	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Ten
Daily and monthly testing and reporting	Presentation and discussion	That's entrainment	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Eleven
Daily and monthly testing and reporting	Presentation and discussion	Now I get it	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Twelfth
Second month exam				٢	Fifteen

Assessment methods

Monthly exams + daily quizzes and participation .

Classroom discussions .

Learning and teaching resources

Interchange fifth edition by Jack C Richards with Jonathan hull and Susan Proctor

Required textbooks .)

Interchange fifth edition by Jack C Richards with Jonathan hull and Susan Proctor

Main References and Sources

Everything related to vocabulary from recent, rigorous scientific studies.

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

All websites that focus on English grammar .

b) Electronic references, websites, etc.

Course Description Form

1. Course Name	Computer Course
2. Course Code	COMF11
3. Semester / Year	Second / 2025
4. Date of Description Preparation	10/9/2025
5. Available Attendance Modes	Mandatory
6. Total Study Hours / Total Units	3 hours / 2 units (3 * 15 = 45)
7. Course Coordinator	Lecturer Zainab Qahtan Mohammed zainabkahtan@uodiyala.edu.iq

8. Course Objectives

General Objectives:

1. Introduce students to the basic concepts of computers.
 1. Enable students to understand computer components (hardware and software) and how they work.
2. Develop skills in using operating systems.
 1. Equip students with the ability to efficiently handle the operating system and manage files and folders.

Specific Objectives:

By the end of the course, the student is expected to be able to:

1. Explain computer components and their functions.
2. Use the operating system to manage files.

9. Teaching and Learning Strategy

The teaching strategy in this course is based on the integration of theoretical and practical aspects, aiming to enable students to acquire basic knowledge and skills in using the computer efficiently. The strategies include:

1. Lectures:
 1. Presenting basic concepts of computers, operating systems, and information technology.
 2. Using PowerPoint presentations to illustrate scientific content.

2. Hands-on Training:
 1. Training students in the lab on using and operating the computer, recognizing desktop commands, and creating folders.
 2. Directly applying acquired skills on the computer.
3. Self-Learning:
 1. Encouraging students to research and learn using the internet and electronic resources.
 2. Assigning individual homework to enhance independence.
4. E-Learning:
 1. Using educational platforms to upload lectures and scientific materials.
 2. Providing educational videos and additional resources.
5. Discussion & Interaction:
 1. Opening discussion during lectures to enhance understanding.
 2. Posing stimulating questions to develop thinking.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit / Topic	Teaching Method	Assessment Method
First	3	Student understands the topic	Definition of computer / Its characteristics and evolution	Theoretical Lecture	Participation & Activity
Second	3	Student understands the topic	Components of a computer system	Practical Lecture	Participation & Activity
Third	3	Student understands the topic	Components of a computer system (CPU)	Theoretical Lecture	Participation & Activity
Fourth	3	Student understands the topic	Input and output units	Practical Lecture	Participation & Activity
Fifth			First Month Exam		
Sixth	3	Student understands the topic	Explanation of Windows OS - Introduction to the user interface	Theoretical Lecture	Participation & Activity

Week	Hours	Required Learning Outcomes	Unit / Topic	Teaching Method	Assessment Method
Seventh	3	Student understands the topic	Explanation of the Start menu	Practical Lecture	Participation & Activity
Eighth	3	Student understands the topic	Identifying computer components	Theoretical Lecture	Participation & Activity
Ninth	3	Student understands the topic	Introduction to the Windows Explorer window	Theoretical Lecture	Participation & Activity
Tenth	3	Student understands the topic	Explanation of the Control Panel	Practical Lecture	Participation & Activity
Eleventh	3	Student understands the topic	Explanation of the right-click menu on the desktop	Theoretical Lecture	Participation & Activity
Twelfth	3	Student understands the topic	Writing, saving, opening, copying, printing, and sending documents	Theoretical Lecture	Participation & Activity
Thirteenth	3	Student understands the topic	Files and folders in Windows 10	Practical Lecture	Participation & Activity
Fourteenth	3	Student understands the topic	Computer viruses	Theoretical Lecture	Participation & Activity
Fifteenth		Student understands the topic			

11. Assessment Methods

1. Monthly exams + daily quizzes.

2. Classroom participation and discussions.

12. Learning and Teaching Resources

Required Textbooks	Basic computer and information technology books
Primary References	<ol style="list-style-type: none"> 1. Shelly, G. B., & Vermaat, M. E. Discovering Computers: Digital Technology, Data, and Devices. Cengage Learning. 2. Parsons, J. J., & Oja, D. New Perspectives on Computer Concepts. Cengage Learning. 3. Sinha, P. K., & Sinha, P. Computer Fundamentals. BPB Publication.
a. Recommended Books and References (scientific journals, reports, etc.)	Basic computer and information technology books
b. Electronic References, Internet Sites, etc.	<ul style="list-style-type: none"> - Trusted educational websites. - Educational lessons and videos (e.g., Educational YouTube). - Scientific articles and open-access online resources.

Course Description Form

Course Name
Psychology of teaching thinking
Course code
Semester/Year
Second /Second
Prepared Date this description was prepared
10/9/2025
Available forms of attendance
Mandatory attendance
(Number of study hours (total) / Number of units (total
4 / hours 3
.(Name of the course coordinator (if there is more than one, please mention it
Name : Prof. Dr. Sundus Talib Hassa basiceng5te@uodiyala.edu.iq Rubaie-Name: M.M. Safana Hussein Al basiceng91@uodiyala.edu.iq
objectives Course

Knowledge of the basics of learning and teaching - Definition of the art of classroom learning Standards of a good teacher Understanding the concept of the classroom as a cognitive and perceptual field Identifying links to the learning and teaching process Getting acquainted with electronic tests and methods of designing them Understanding the enriching process Knowledge of teaching thinking - Understanding the practical applications of thinking skills learning models and tests		Course objectives The student should be able to at the end of the academic year			
Teaching and learning strategies					
Various teaching and learning strategies were adopted, including					strategy
1. Self-learning strategy					
2. Cooperative learning strategy					
3. Presentation-based learning strategy 4. Surprise testing strategy					
Course structure					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	Hours	Week
Questions and answers, homework, and classroom and extracurricular activities	Presentations	The concept of learning and teaching The concept of classroom learning The classroom as a psychological and cognitive environment	Understanding the concept of learning and education	4	1
	Discussion	Classroom management and the art of teaching Standards of a good teacher	Understanding classroom management and the art of teaching	4	2
	Lecture	The concept of the classroom as a cognitive and intellectual field Explanation of classroom learning 1. Bruner's model (learning exploratory) 2. Gagné's model (gradual)	Understanding the similarities between learning, teaching, and classroom learning	4	3

		(learning			
	brainstorming	3. Carl's model learning for) 4. Ausubel's model -meaning) based (learning	standing the Under conditions and models of good learning	ξ	ξ
	Interrogation	5. Piaget's model cognitive) (learning The importance of assroomthe online cl	Understanding cognitive learning models	ξ	ο
	presentations	Enrichment links for the learning and teaching process Electronic tests and their design methods	Understanding the enriching links in the learning and teaching process	ξ	ϕ
d discuss the mistakes with the studentsSolve the test an -First midterm tes				ξ	ν
Questions and answers, homework, and classroom and extracurricular activities	presentations	Learning to think	Understanding and learning to think	ξ	⋈
	discussion	of tanceThe impor learning to think	the Understanding of learning importance to think	ξ	ϑ
	Lecture	Thinking patterns	hinking Identifying patterns	ξ	ϑ.
	brainstorming	4mat) model	Understanding the 4MAT model	ξ	ϑϑ
	Interrogation	model SCAMPER	the model Identifying SCAMPER	ξ	ϑϑ
	education-self	Kolb model	odelthe m Identifying Kolb	ξ	ϑϑ
	Text adaptation	Practical applications of thinking skills learning models and tests	Identifying practical applications of thinking skills learning models and tests	ξ	ϑϑ
the mistakes with the discuss Solve the test and -Second periodic test students				ξ	ϑο
Course evaluation					
:The grade for the first semester's effort is distributed as follows - (marks for daily exams (oral and written (ϑ⋅)A. .marks for participation and classroom and extracurricular activities (ϑ⋅) .B .marks for written exams (ϑ⋅) .C .semester exam-first-of-marks for the end (ϑ⋅) .ϑ					

Learning and teaching resources	
(Psychology of Teaching Thinking (by me	Required textbooks methodology, if) (applicable
<p>rencesArabic and foreign refe</p> <ol style="list-style-type: none"> 1. (٢٠١٩)Ta'i Hazem Hassan -Tamimi, Raed Ramthan and Al-Al -Sadiq Cultural Foundation, Printing -Dar Al ' Successful Teaching .Babylon -Distribution, Iraq -Publishing 2. Classroom Management and Classroom (٢٠١١)Abu Khalil, Fadia .Beirut -Dar Al Nahda Al Arabiya, Lebanon ' Behavior Modification 3. Sheikh, Farah Mu'ayyad Ahmad -Tamimi, Raed Ramthan and Al-Al -Dar Al ' Learning -Modern Trends in Technology and E (٢٠٢١) -Distribution, Iraq -Publishing -Sadiq Cultural Foundation, Printing .Babylon 4. An Introduction to the SCAMPER Program (٢٠١٨)maa, Noha Abu Ju De Bono Center for Thinking ' for Developing Creative Thinking .Education <p>Foreign references</p> <p>Baddeley, A. D. (2000). The episodic buffer: A new component of working memory? Trends in Cognitive Sciences, 4(11), 417-423 .</p> <p>Brookfield, S. D. (2012). Teaching for Critical Thinking: Tools and Techniques to Help Students Question Their Assumptions. Jossey - Bass.</p> <p>Ennis, RH (1987). A</p>	Main references (sources)
<p>(AD ٢٠٢٦)Ta'i, Othman Saadoun. -Tamimi, Raed Ramthan, Al-Al - Sadiq Cultural Foundation, -Dar Al ' Psychology of Teaching Thinking . Babylon -Distribution, Iraq -Publishing -Printing</p>	Recommended supporting books and references (scientific journals,) (...reports
<p>ucation, University of DiyalaWebsite of the College of Basic Ed -; http://www.basicedu.uodiyala.edu.iq/ Website Iraqi Academic Journals http://www.iasj.net/iasj</p>	Electronic references, websites

Course Description Form

1- Course Name	Educational Psychology
2- Course Code	EDPSE4
3- Semester / Year	The second semester 2026
4- Date of Preparing This Description	10/9/2025
5- Available Attendance Forms	Mandatory

6- Total Study Hours / Total Units	45
7- Name of Course Coordinator	Zahraa Ghadir Hlail
8- Course Objectives:	
<p>1. The student should become familiar with the basic concepts of educational psychology, its functions, and its relationship with the educational process.</p> <p>2. The student should explain the role of motivation, memory, and forgetting in enhancing learning and performance effectiveness.</p> <p>3. The student should apply learning theories and the transfer of training and feedback in educational situations.</p> <p>4. The student should employ the principles of educational psychology in addressing educational problems and improving learners' performance.</p>	
9- Teaching and Learning Strategy:	
<p>1. Interactive lecture based on dialogue and discussion.</p> <p>2. Brainstorming and analysis of educational situations.</p> <p>3. Cooperative learning and working in small groups.</p> <p>4. Case study and practical applications related to the educational reality.</p>	

10 – Course Structure

Week	Hours	Intended Learning Outcomes	Unit / Topic Title	Teaching Method	Assessment Method
First	3	Introduction to Educational Psychology and its importance	Definition of Psychology	Interactive lecture	Oral questions
Second	3	Relationship between Educational Psychology and other sciences	Clarifying its relationship with other sciences	Discussion and situation analysis	Homework
Third	3	Teacher personality characteristics	Identifying the psychological and mental characteristics of the teacher	Interactive explanation	Quiz
Fourth	3	Effectiveness of the educational process and influencing factors	Explaining the dimensions of the effectiveness of the educational process	Theoretical lecture	Class assignment
Fifth	3		First monthly exam		
Sixth	3	Motivation in learning and its functions	Defining motivation and explaining its functions with practical examples	Brainstorming	Discussion questions
Seventh	3	Strategies for	Explaining the nature of	Lecture and	Written

		developing students' motivation	memory and its contemporary models	discussion	assignment
Eighth	3	Memory and its importance	Clarifying how memory works	Explanation through different situations	Classroom activity
Ninth	3	Mechanisms of recall and ways to improve it	Explaining forgetting and interference theory	Case study	Short report
Tenth	3	Forgetting: causes and theories	Explaining forgetting and interference theory	Lecture	Practice test
Eleventh	3	Transfer of training and its dimensions	Defining transfer of training	Discussion and dialogue	Classroom activity
Twelfth	3	Feedback and its types	Clarifying the concept of feedback and its dimensions	Brainstorming	Various questions and assignments
Thirteenth	3	Learning and its conditions	Explaining the conditions of learning and its impact on performance and attitudes	Discussion	Discussion and activities
Fourteenth	3	Language acquisition, skills, theories, and learning curves	Explaining language and skills acquisition	Interactive review	Quiz
Fifteenth	3				Second monthly exam

Assessment Methods:

2. Monthly exams + daily quizzes and participation
3. Classroom discussions

12 – Teaching and Learning Resources

1- Required Textbooks	4. Educational Psychology – Dr. Fathi El-Zayat. 5. Educational Psychology – Dr. Adnan Yousif Al-Atoum. 6. Educational Psychology: Theory and Practice – Dr. Mostafa Fahmy.
2- Main References and Sources	7. Official university and academic library websites. 8. Scientific databases and peer-reviewed electronic journals.
A- Recommended books and references (scientific journals, reports, etc.)	9. Scientific articles on strategies for developing motivation. 10. Recent research on memory and forgetting. 11. Peer-reviewed educational journals in Educational Psychology.
B- Electronic references and websites**	12. Official university and academic library websites. 13. Scientific databases and peer-reviewed electronic journals.

Course Description For

1. Course Name:					
Grammar					
14. Course Code:					
EB02G222					
15. Semester / Year:					
Second /2025-2026					
16. Description Preparation Date:					
10/9/2025					
17. Available Attendance Forms:					
Mandatory					
18. Number of Credit Hours (Total) / Number of Units (Total)					
60 hours /3 units					
19. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Hazim Mohamed Ali Khalaf					
20. Course Objectives					
Course Objectives		By the end of the course, the students are expected to: 21. Know what is meant by passive and active voice; recognize the forms of the passive tenses. 22. Know what is meant by direct and indirect speech. 23. Know and recognize the internal structure of words: Morphol 24. Know what is meant by linking verb.			
25. Teaching and Learning Strategies					
Strategy		Explaining and clarifying the course material. The lecture method accompanied by questioning and explaining. The self-learning method.			
26. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1		method of Assessment Course introduction	Introduction about subjects which teaching in course	Lecture discussion	Feedback
2		The passive: \. Form and	Know how to use passi	Lecture discussion	Feedback
3		Active and passive Special passive structure	Know how to use passi	Lecture discussion	Feedback
4		Prepositions with passive Verbs infinitenses constructions after pas verb	How to use the structur	Lecture discussion	Feedback
5	First month exam			Lecture discussion	Feedback
6		Word and sentence, Word class, direct & ind	Know to use word c word and sentence and	Lecture discussion	Feedback

		speech	to shift direct to indirect speech		
7		Reported speech: person, place, and time	Know to use direct person, place and time	Lecture discussion	Feedback
8		Reported speech: the time change t. Reported question.	Know to use direct for question.	Lecture discussion	Feedback
9		Relative clauses by using who, whom, whose, that	Know to use clauses English	Lecture discussion	Feedback
10		Relative clause as preposition as object	Know to use clauses English	Lecture discussion	Feedback
11	Second month exam				
12		Linking Verbs	Know how to use linking verbs	Lecture discussion	Feedback
13		Word formation, Affixation (Prefixes and suffixes)	Know how to form words by add suffix	Lecture discussion	Feedback
14		Word formation Conversion	Know how to Conversion	Lecture discussion	Feedback
15		Review and Feedback	Review	Lecture discussion	Feedback
. Course Evaluation					
Monthly exams and daily quiz Classroom discussion					
. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			Oxford Practice		
Main references (sources)			-Eastwood, John (۲۰۰۲) Oxford Practice Grammar 2nd Ed.		
Recommended books and references (scientific journals, reports...)			Grammar in Use.		
Electronic References, Websites			Youtub & English for all		

Course Description Form

Course Name	Drama
Course Code	EB02LD215
Semester / Year	2025/2026
Date of Preparation	10/9/2025
Attendance Mode	Mandatory
Study Hours / Units	3 Hours
Course Coordinator	

2. Course Objectives

Course Objectives

1. Introducing students to the importance of one-act plays.

2. Introducing students to the importance of theater by placing it within its historical, political, cultural, and social context.
3. Developing students' ability to analyze dramatic texts. Introducing vocabulary and expressions used in these texts to enrich students' language skills.
4. Developing students' language abilities through reading, discussion, and writing.
5. Using English language through reading dramatic texts.
6. Developing students' ability to write essays related to these dramatic texts.

9- Course Outcomes, Teaching and Learning Methods, and Assessment
Cognitive Objectives

- A- To introduce the student to drama as a form of literary writing.
- B- To introduce the student to the types of drama and their literary and cognitive importance, namely (full-length play and one-act play).
- C- To introduce the student to the basic elements of drama (time, place, characters, plot, and meaning).
- D- To enable the student to understand the method of analyzing dramatic texts.
- E- To develop the student's ability to critique these texts.

10- Course-Specific Skills Objectives

- A- To develop the ability to identify the basic elements of a literary genre.
- B- To develop the ability to read and analyze a dramatic text.
- C- To develop the ability to respond to a dramatic text.
- D- To develop the ability to write a literary essay.

11- Teaching and learning methods:

1. Daily discussions using PowerPoint and Google Meet.
2. Regular short quizzes.
3. Using the internet and adopting a research-based approach to information.

12- Assessment Methods:

1. Daily online classroom discussion
2. Quizzes
3. Reports submitted on these texts
4. Monthly tests

13- Affective and Value-Based Objectives

- a. The extent of students' active participation in daily discussions
- b. Students' adherence to the schedules of academic activities during the semester
- c. Developing mutual dialogue between students and instructors
- d. Connecting the meaning of the play to everyday life situations

3. Teaching, Learning & Assessment Strategies

Teaching & Learning Methods	Assessment Methods
<p><u>14- Teaching and Learning Methods</u></p> <ol style="list-style-type: none"> 1. Daily Online Classroom Discussion 2. Research Activities 3. Using Modern Technology (Meet, PowerPoint) 4. Using Brainstorming to Connect Theatrical Texts with Other Literary Texts or Life Situations <p><u>15- Assessment Methods</u> <u>General and Transferable Skills</u> (Other skills related to employability and personal development). a- Assessment through students' daily performance in daily discussions b- Assessment through semester exams</p> <ol style="list-style-type: none"> 5. Assessment through research 	<ul style="list-style-type: none"> • Monthly exams • Daily tests • Class participation and discussions

week	Hourse	Required Learning Outcomes	Unit or Topic Name	Teaching Method	Assessment Method
One	٣	Understanding the theoretical aspects of the subject matter	Introduction to the play / its characteristics / features / types	Practical and theoretical application	Daily and oral test
two	٣	=	Introduction to the play " Edward Albee's The Zoo Story "	=	=
three	٣	=	Explanation of the play	=	=
Four	٣	=	=	=	=
Five	٣	=	=	=	=
Six	٣	=	=	=	=
seven	٣	=	=	=	=
Eight	٣	=	Introduction to the play "Nick	=	=

			Payne's Constellations		
Nine	٣	=	Explanation of the play	=	=
ten	٣	=	=	=	=
Eleven	٣	=	=	=	=
Twelve	٣	=	Introduction to the play "Brandon Jacobs Jenkin's Gloria	=	=
Thirteen	٣	=	Explanation of the play	=	=
Fourteen	٣	=	Semester Review	=	=
Fifteen	٣	=		=	=

16- Infrastructure

Required prescribed books

- 1-1- Slyvan 1971 A dictionary of literary, dramatic and cinematic terms
- 2- J.A. Cuddon and M. A. R Habib 2015 the penguin dictionary of literay terms and literary theory 5th edition
- 3- Edward Albee The Zoo Story

17-Main References (Sources)

- 1 Shakespeare's The Tragedies by Alfred Harbage
- 2-antomy of drama
- ٣-English Drama early modern and early modern and Elizabethan history and criticism by David Beveington
- ٤- The Pelican Guide Guide to English Literature by Bores Ford
- ٥- Literature drama the elemnts od drama by Laurence Perrine

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

1. The Cambridge Anthology of English Literature

19-Electronic references, websites...

1- www.sparknotes.com/sparknotes-

2- <https://www.cliffsnotes.com/literature>

2. www.shmoop.com

20-Curriculum Development Plan

Applying Literary Criticism Theories to Plays

Course Description Form

1. Course Name: composition					
2. Course Code: EB02C211					
3. Semester / Year: : second Grade, second semester					
4. Description Preparation Date:2025-2026					
5. Available Attendance Forms: In person attendance					
6. Number of Credit Hours (Total) / Number of Units (Total)					
30 (hours), 2 units					
3. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Omar Nesrallah Khalaf					
Email: basiceng7te@uodiyala.edu.iq					
4. Course Objectives					
Course Objectives		1. Developing students' ability to express their ideas in organized written form using correct language and a clear, coherent style. 2. Equipping students with the skills of constructing paragraphs and essays in terms of introduction, body, and conclusion according to proper academic principles. 3. Enhancing students' skills in using grammatical rules, punctuation marks, and appropriate vocabulary in composition writing. 4. Strengthening students' ability to think critically and analytically when writing on different topics and linking ideas in a logical and sequential manner. 5. Training students to review, edit, and correct their written work to improve the quality of their written production.			
5. Teaching and Learning Strategies					
Strategy		1. Discussion and engaging learners 2. Adopting critical thinking 3. Posing questions and brainstorming			
4. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1 st	2hour week	1-TYPES OF SENTENCES	SIMPLE, COMPUND	Critical thinking Brain storming Discussion analyzing	Oral and written test presenting repo	
2 nd		2-Main features and qualities of sentences	Characteristics of sentences	Activation knowledge Summarizing synthesizing		
3 rd		3-the role and significance of sentences		Importance of sentences		
		4-the main types of sentences		Foundations of sentences		
		5-punctuation marks.		Question marks		
4 th		6-coherence and cohesion	7- monthly Exam	Types of unity		
5 th		8-effective paragraph		Composition Evaluation		
		9-identify topic		Composition Evaluation Composition Development		
6 th		10-writing a paragraph	11-monthly Exam	Free writing		
7 th	12- free writing		Grammar			
8 th	13- free writing		Textbook Evaluation			
	14- grammatical structure		Evaluation			
9 th	15-Evaluation of composition					
		Revision				

10 th		Revision			
11 th					
12 th					
13 th					
14 th					
15 th					
Course Evaluation 5marks daily participation 5 marks for reports 30 marks monthly exams 60 marks final exam					
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					
Required textbooks (curricular books, if any)			Hafiz,moh 2018.basic academic writi		
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

1. Course Name:					
Phonetics and Phonology					
2. Course Code:					
EB02P224					
3. Semester / Year:					
2025-2026					
4. Description Preparation Date:					
10/9/2025					
5. Available Attendance Forms:					
Mandatory/ in person					
6. Number of Credit Hours (Total) / Number of Units (Total)					
1. Credit Hours / 3 Course Units					
7. Course administrator's name (mention all, if more than one name)					
Name: Asst. Prof. Nagham Jaafar Majeed, Ph.D.					
Email: basiceng23te@uodiyala.edu.iq/					
8. Course Objectives					
Course Objectives		7. To provide students with a comprehensive understanding of the theoretical framework of English phonetics and phonology, from individual sounds (segments) to connected speech (suprasegmentals).			
		8. To develop students' practical skills in phonemic transcription and the accurate production of English sounds, stress, and intonation patterns.			
		9. To enable students to analyze and explain the phonological processes that occur in natural, connected speech, such as elision, assimilation, and weak forms.			
		10. To equip students with the analytical tools to critically evaluate phonemic analysis and understand the functions of intonation in discourse and attitude.			
11. Teaching and Learning Strategies					
Strategy		12. Strategy 1: Interactive Lectures			
		13. Strategy 2: Practical Drills and Production Practice			
		14. Strategy 3: Transcription Workshops			
		15. Strategy 4: Critical Analysis and Group Discussion			
		16. Strategy 5: Technology-Enhanced Learning			
		17. Strategy 6: Formative Assessment and Feedback			
18. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	- Understand the course structure, grading policy,	Assessment Met and Course Introduction		

		<p>and assessment methods.</p> <ul style="list-style-type: none"> - Differentiate between the broad fields of phonetics (speech production) and phonology (sound systems). - Identify the key symbols and terminology used in the course. 			
2	3	<p>Define a syllable and identify its key constituents: onset, nucleus, and coda.</p> <p>Explain the difference between strong and weak syllables in English.</p> <p>Identify and transcribe the common weak vowels, specifically the schwa [ə] and close front [ɪ] and close back [ʊ] weak vowels.</p>	<p>Ch. 8 The Syllable</p> <p>Ch. 9 Strong and Weak Syllables</p>	<p>Lecture, diagrams, transcription drills.</p>	<p>Transcription assignment, oral test.</p>
3	3	<p>Define word stress as a suprasegmental feature.</p> <p>Identify the stressed syllable in simple, multi-syllabic words.</p> <p>Apply the basic rules for stress</p>	<p>Ch. 10 Stress in Simple Words</p>	<p>Lecture, diagrams, transcription drills.</p>	<p>Transcription assignment, oral test.</p>

		placement in two-syllable words (e.g., nouns vs. verbs).			
4	3	Analyze stress patterns in complex words, including those with suffixes and prefixes. Distinguish between stress-affecting and stress-neutral suffixes.- Predict the main stress in words based on common morphological rules.	Ch. 11 Complex Word Stress	Lecture, diagrams, transcription drills.	Transcription assignment, oral test.
5	3	Critically evaluate the concept of the phoneme and the limitations of the phonemic principle. Discuss problematic cases in analysis, such as affricates, diphthongs, and the status of [ə] and schwa. Argue for and against different phonemic interpretations of English sounds.	Ch. 13 Problems Phonemic Analy	Lecture, diagrams, transcription drills.	Transcription assignment, oral test.
6	3	Assessment Test 1. Demonstrate understanding of topics from Weeks 1-5 through a formal assessment.			
8	3	Define elision as the omission of sounds in	Ch. 14 Aspects of Connected Speech	Lecture, diagrams, transcription drills.	Transcription assignment, oral test.

		<p>connected speech.</p> <p>Identify common contexts where elision occurs (e.g., loss of weak vowels, consonant cluster simplification).</p> <p>Transcribe phrases in their full form and in their elided, connected speech form.</p>	Ch. 14.1 Rhythm		
9	3	<p>Define intonation and its primary components (pitch, tone, intonation phrase).</p> <p>Identify and produce the basic simple tone types: fall, rise, fall-rise, and rise-fall.</p> <p>Divide a sentence into its constituent intonation phrases</p>	Ch. 14.3 Elision	Lecture, diagrams, transcription drills.	Transcription assignment, oral test.
10	3	<p>Describe the structure of the intonation phrase, including the pre-head, head, nucleus, and tail.</p> <p>Analyze the placement of the nucleus (tonic stress) within an intonation phrase.</p> <p>Differentiate between different types of intonation (e.g., high head, low head).</p>	Ch. 15 Intonation	Lecture, diagrams, transcription drills.	Transcription assignment, oral test.
11	3	Analyze how	Ch. 16 Intonation	Lecture, diagrams,	Transcription assignment, oral test.

		<p>intonation is used to structure information in discourse.</p> <p>Explain the role of intonation in turn-taking and conversational management.</p> <p>Distinguish between the use of tones to signal given vs. new information.</p>		transcription drills.	
12	3	<p>Identify the attitudinal function of intonation (expressing emotions and attitudes).</p> <p>Identify the grammatical function of intonation (marking clause boundaries, distinguishing statements from questions).</p> <p>Differentiate sentences based on their intonation pattern.</p>	Ch. 17 Intonation	Lecture, diagrams, transcription drills.	Transcription assignment, oral test.
13	3	<p>Identify the discourse function of intonation (focusing attention, contrasting ideas).</p> <p>Identify the psychological function of</p>	Ch. 18 Function Intonation	Lecture, diagrams, transcription drills.	Transcription assignment, oral test.

		intonation (organizing speech into manageable chunks). Analyze a short text or dialogue and explain how intonation contributes to its meaning.			
14	3	Second month exam			
7. Course Evaluation					
The total course grade (100 marks) is divided into two main components: 20. First: (40 marks) allocated to continuous assessment, 21. Second: (60 marks) allocated to the final examination.					
8. Learning and Teaching Resources					
Required textbooks (curricular books, if any)		Roach, Peter. (2009) English Phonetics and Phonology, 4			
Main references (sources)		Ladefoged, P., & Johnson, K. (2014). A Course in Phonetics (7th ed.). Cengage Learning.			
Recommended books and references (scientific journals, reports...)		23. <i>Phonetica</i> Published by De Gruyter Mouton. As the "International Journal of Phonetic Science," it provides a platform for a comprehensive understanding of all aspects of phonetic science across languages, dialects, and contexts. It has a strong interdisciplinary focus.			
Electronic References, Websites		Oxford Learner's Dictionaries: https://www.oxfordlearnersdictionaries.com/ Longman Dictionary of Contemporary English: https://www.ldoceonline.com/			

Course Description Form

Course Name	Comprehension
Course Code	EB02G222
Semester / Year	Second semester- courses
Description Preparation Date	10/9/2025
Available Attendance Forms:	Though Central admission
Number of Credit Hours (Total) / Number of Units (Total)	30 hours/ 2 units
Course administrator's name (mention all, if more than one name)	Name: Asist. Prof:Halima Ismail Email: basiceng10te@uodiyala.edu.iq
Reviewing the course material... The student develops a knack for identifying the beauty of the lesson... Understanding the lesson's usefulness from the assigned material...	
Teaching and Learning Strategies: View everything related to the student and the subjects he studies	

Course Structure					
Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Daily and monthly testing and reporting	Presentation and discussion	International student	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	First
Daily and monthly testing and reporting	Presentation and discussion	Where in the world	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Second
Daily and monthly testing and reporting	Presentation and discussion	Newspaper and artical	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Third
Daily and monthly testing and reporting	Presentation and discussion	Modern technology	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Fourth
First month exam				٢	Fifth
Daily and monthly testing and reporting	Presentation and discussion	Conferences and visits	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Sixth
Daily and monthly testing and reporting	Presentation and discussion	Sciences and our world	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Seventh
Daily and monthly testing and reporting	Presentation and discussion	Past and present	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Eight
Daily and monthly testing and reporting	Presentation and discussion	The our world	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Sixth
Daily and monthly	Presentation and discussion	Inventions discoveries and	The student learns the subject, becomes	٢	Seventh

testing and reporting		processes	familiar with it, its vocabulary, and how to learn it practically		
Daily and monthly testing and reporting	Presentation and discussion	Travel and tourism	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Nine
Daily and monthly testing and reporting	Presentation and discussion	How things work	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Ten
Daily and monthly testing and reporting	Presentation and discussion	How things are made	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Eleven
Daily and monthly testing and reporting	Presentation and discussion	Graphs and bar charts	The student learns the subject, becomes familiar with it, its vocabulary, and how to learn it practically	٢	Twelfth
Second month exam				٢	Fifteen

Assessment methods

Monthly exams + daily quizzes and participation .

Classroom discussions .

Learning and teaching resources

Headway / Academic skills reading writing and study skills level 2

By Sarah Philpot series editors liz and Jhon Soars

Required textbooks .\

Headway / Academic skills reading writing and study skills level 2

By Sarah Philpot series editors liz and Jhon Soars

Main References and Sources

Everything related to vocabulary from recent, rigorous scientific studies.

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

All websites that focus on English grammar .

b) Electronic references, websites, etc.

Third stage / first Course
Course Description Form

2. Course Name: methods of teaching					
3. Course Code: EB02G3TM327					
4. Semester / Year: : Third Grade, first semester					
5. Description Preparation Date:2025-2026					
6. Available Attendance Forms: mandatory					
7. Number of Credit Hours (Total) / Number of Units (Total) 30 (hours), 2 units					
8. Course administrator's name (mention all, if more than one name) Name: Asst. Prof. Omar Nesrallah Khalaf Email: Basiceng7te@au.diyala.edu.iq					
9. Course Objectives					
Course Objectives		1.Enabling students to identify the theoretical foundations of methods of teaching English and their modern educational principles. 2. Developing students' skills in lesson planning and preparing teaching plans in accordance with educational objectives and learners' levels. 3. Enhancing students' teaching competencies in using various strategies and methods to develop the four language skills: listening, speaking, reading, and writing. 4. Providing students with the ability to employ instructional aids and modern technologies in teaching English in order to improve the teaching and learning process. 5. Strengthening students' skills educational assessment and measurer to diagnose learners' levels and add their weaknesses			
10. Teaching and Learning Strategies					
Strategy	11. Discussion and engaging learners 12. Adopting critical thinking 13. Posing questions and brainstorming				
14. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

1 st	2hour	1-Definition, concept, and scope of methods	Introduction to methods	Critical thinking Brain storming Discussion analyzing	Oral and written test presenting report
2 nd		2-Main features and qualities of an effective methods	Characteristics of methods	Activation knowledge Summarizing synthesizing	
3 rd		3-the role and significance of methods in the educational process.	Importance of methods		
4 th		4-the main types of methods	Foundations of methods		
5 th		5-Educational objectives and instructional content.	Elements of methods		
6 th		6-subject-centered methods	Types of methods		
7 th		7- monthly Exam			
8 th		8-Concept and objectives of methods	Methods Evaluation methods Evaluation		
9 th		9-standards, methods	Methods		

7 th		10-Concept and rationale for methods development	Development		
8 th					
9 th		11-monthly Exam	Good learners		
		12- features of good learners	Good teacher		
10 th		13- features of good teacher .	Textbook Evaluation		
11 th		14- Criteria and methods for evaluating school textbooks	Evaluation		
12 th					
13 th		15-Evaluation of methods			
14 th					
15 th					
Course Evaluation 5marks daily participation 5 marks for reports					

30 marks monthly exams	
60 marks final exam	
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	
5. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

17. Course Name: Essay	
18. Course Code: EB02E314	
19. Semester / third year, fifth semester	
20. Description Preparation Date: 10 September 2025	
21. Available Attendance Forms: Mandatory	
22. Number of Credit Hours (Total) / Number of Units (Total): 2 *15	
23. Course administrator's name (mention all, if more than one name)	
Name: Asst. Prof. Nadia Ahmed	
Email: nadiaahmaz@gmail.com	
24. Course Objectives	
Course Objectives	<p>The main goal is to improve the writing skills by giving materials that fit the academic proficiency.</p> <p>The objectives are:</p> <ol style="list-style-type: none"> 1. To learn different types of writing such as creative and academic writing. 2. To Build up sentences and how to join them by using transition words. 3. To Build up paragraphs and essays. <p>To familiarize the students with the steps to write essays; starting from getting the idea to write about, then, brainstorming the sub-ideas and start writing the first draft of the essay.</p>
4. Teaching and Learning Strategies	
Strategy	At the beginning of the semester, students are informed of the course syllabus and informati

			resources (relevant books), the distribution of syllabus across the weeks of the semester, and assessment methods to be used, as follows: 1. Lectures are prepared according to the sequence outlined in the syllabus, utilizing the aforementioned information resources. 2. Students are informed of the topic of the next lecture to allow them to prepare. 3. Students are asked to submit papers related to one or more of the topics under study. 4. Students are provided with the fundamental concepts and topics related to the course. 5. Discussion and questioning with student participation		
5. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
first and second week	2		- The sentence: a-Types. b-Joining	Discussion and questioning	
third, fourth and fifth week	2		c-Tenses. d-Word order. e-Common	Discussion and questioning	
sixth and seventh week	2		mistakes. First monthly exam	Discussion and questioning	
eighth and ninth week	2		2-The essay, building up your essay: a-Process Analysis	Discussion and questioning	
tenth and eleventh week	2		Essays. 1-Stimulating ideas.	Discussion and questioning	
twelfth and thirteenth week	2		2-Brainstorming and outlining.	Discussion and questioning	
fourteenth and fifteenth week	2		3-Developing your ideas.	-	
sixteenth and seventeenth week	2		4-Editing your writing.	-	
eighteenth and nineteenth week	2		Second monthly exam	Discussion and questioning	
twentieth and twenty-first week	2		Third monthly exam		
Review					
Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral, monthly, or written exams, reports etc					

Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Textbooks 1-Essay and writing by L.G. Alexander. 2-Effective Academic writing (the essay) Jason Davis.
Main references (sources)	Textbooks 1-Essay and writing by L.G. Alexander. 2-Effective Academic writing (the essay) Jason Davis.
Recommended books and references (scientific journals, reports...)	-
Electronic References, Websites	-

Course Description Form

Arabic Literature

1. General Information

Course Name	Arabic Literature
Course Code	ISLFI2
Semester / Year	Third Stage / First Semester
Date of Preparation	10/9/2025
Attendance Mode	Mandatory
Study Hours / Units	30 Hours / 2 Units
Course Coordinator	Asst. Lect. Ahmad Younus Abdullah ahmadyounus@uodiyala.edu.iq

2. Course Objectives

Course Objectives

1. Understand main and subsidiary ideas in literary texts and rephrase them in clear language.
2. Identify common literary and rhetorical terms and use them in explanation and analysis.
3. Apply acquired literary skills to analyze new texts similar to the prescribed ones.
4. Distinguish between different literary patterns and identify the artistic characteristics of each.
5. Evaluate text quality in terms of clarity of idea, soundness of style, and appropriateness to context.
6. Create a short literary paragraph employing some of the studied styles or artistic images.
7. Enhance appreciation for the value of literature and its role in developing linguistic and cultural awareness.

3. Teaching, Learning & Assessment Strategies

Teaching & Learning Methods	Assessment Methods
<ul style="list-style-type: none"> Lecture and oral questioning method Requiring students to submit subject-related reports and visit libraries Assigning home preparation: summarizing a book in literary sciences 	<ul style="list-style-type: none"> Daily in-class tests Submission of applied reports Monthly written exams measuring understanding and recall of examples Grade distribution ensuring rights regarding attendance, participation, and extracurricular activities

4. Course Structure

Week	Hours	Learning Outcomes	Topic / Unit	Teaching Method	Assessment
1	2	Understand importance of literature and its definition	Introduction to Arabic Literature – Language and Terminology	Discussion	Oral questions & student participation
2	2	Know the evolving concept of literature across eras	The Meaning of Literature in Different Historical Periods	Brainstorming	Questions and student answers
3	2	Identify sources of Pre-Islamic literature	Sources of Pre-Islamic Literature	Cooperative learning	Oral questions & participation
4	2	Identify types of literary prose	Literary Prose	Discussion & interrogation	Oral questions + daily written test
5	2	Identify oratory and maqama arts	Oratory and Maqama	Self-learning	Oral questions & participation
6	2	Know key sermons of the Pre-Islamic era	Sermons of the Pre-Islamic Era	Cooperative learning	Oral questions & participation
7	2	First periodic exam – review and discussion of errors	—	—	—
8	2	Know Abbasid literature and its poets	Al-Mutanabbi: Life and Poetry	Brainstorming	Questions and student answers

9	2	Appreciate the importance of modern prose	Maqama and its Poets	Lecture	Oral questions & participation
10	2	Know modern-era poets	Al-Jawahiri: Life and Poetry	Cooperative learning	Oral questions & participation
11	2	Know free verse and its characteristics	Nazik Al-Malaika & Badr Shakir Al-Sayyab	Brainstorming	Oral questions & participation
12	2	Know modern prose	The Novel and Essay in the Modern Era	Cooperative learning	Oral questions + daily written test
13	2	—	—	—	—
14	2	Report discussion session	—	—	—
15	—	Second periodic exam – review and discussion of errors	—	—	—

5. Assessment Breakdown

Course Assessment

1. Continuous Assessment (40 marks): (a) 10 marks – daily tests (oral and written); (b) 10 marks – class and extracurricular activities; (c) 20 marks – monthly written exams.
2. Final Semester Exam: 60 marks.

6. Learning Resources

Learning Resources

Required Textbooks	—
Main References / Sources	Wafayat Al-A'yan by Ibn Khallikan
Recommended Books & Journals	Diwan of Badr Shakir Al-Sayyab; Commentary on Al-Mu'allaqat by Al-Zawzani; History of Arabic Literature by Brockelmann
Electronic References & Websites	E-learning platforms; official websites of Iraqi universities

Course Description Form

Course Name	Sustainable Development
Course Code	—
Semester / Year	First / 2025–2026
Date of Preparation	10/9/2025
Attendance Mode	Mandatory
Study Hours / Units	14 Hours / 14 Units
Course Coordinator	Asst. Lect. Ali Hadi Hameed

2. Course Objectives

Course Objectives

1. Introduce students to the concept of sustainable development and its environmental, economic, and social dimensions.
2. Develop awareness of the importance of preserving natural resources for present and future generations.
3. Clarify global and local environmental challenges (climate change, desertification, pollution) and methods to address them.
4. Link theoretical concepts to practical applications in renewable energy, water management, and waste management.
5. Encourage students to adopt responsible environmental behaviors and sustainable practices in daily life.

3. Teaching, Learning & Assessment Strategies

Teaching & Learning Methods

- Interactive lectures to present basic concepts
- Class discussions and open dialogue to develop critical thinking
- Cooperative learning and group work to solve environmental and development problems
- Presenting local and global real-world case studies
- Use of modern educational media, digital technology, and presentations
- Tasking students with preparing short reports and research on sustainability issues

Assessment Methods

- Monthly exams
- Daily tests
- Class participation and discussions

4. Course Structure

Week	Hours	Learning Outcomes	Topic / Unit	Teaching Method	Assessment
1	2	Understand the concept of development	Concept of Sustainable Development	Interactive lectures & class discussions	Oral questions & participation
2	2	Know and list causes	Reasons for setting development goals	Class discussions	Oral questions
3	2	Explain characteristics of development	Characteristics and sustainability factors	Interactive lectures	Daily tests
4	2	Trace historical evolution of development	Historical Evolution of Development	Group discussions	Class participation
5	—	First month exam	—	—	—
6	2	List dimensions	Dimensions of Development	Questions	Reports
7	2	Know trends	Development Trends for Local Communities	Presentation	Class participation
8	2	Explain philosophy of development	Philosophy of Sustainable Development	Interactive lectures	Class participation
9	2	List pillars of development	Pillars of Development	Interactive lectures	Oral questions
10	2	Know the role of development	Role of Development in Achieving Goals	Brainstorming	Daily test
11	2	Identify goals of development	Goals of Sustainable Development	Lecture	Reports
12	2	Analyze Iraq's vision for development goals	Iraq's Vision for Development Goals	Discussion	Reports
13	2	Analyze society's vision	International Community's Vision for	Group activity	Daily test

			Development Goals		
14	2	Know the challenges	Challenges of Achieving Development Goals	Open discussion	Participation
15	—	Second month exam	—	—	—

5. Assessment Breakdown

Course Assessment

1. Monthly exams
2. Daily tests
3. Class participation and discussions

6. Learning Resources

Learning Resources

Required Textbooks	UN Sustainable Development Goals Report
Main References / Sources	UN Environment Programme (UNEP) reports
Recommended Books & Journals	Journal of Sustainable Development; Sustainability (MDPI)
Electronic References & Websites	World Bank – Sustainable Development section

Course Description Form

1.	Course Name:
	Linguistics
2.	Course Code:
	EB02L311
3.	Semester / Year:
	1 st /2025-2026
4.	Description Preparation Date:
	10/9/2025
5.	Available Attendance Forms:
	Mandatory
6.	Number of Credit Hours (Total) / Number of Units (Total)
7.	ours /30 units
8.	Course administrator's name (mention all, if more than one name)
	Name: Duaa Ali Hassan
9.	Course Objectives

Course Objectives		8. defining language and linguistics in general. 9. Clarify the relation between human language and animal language. 10. Clarify the relation between linguistics and mind and linguistics and society . 11. Clarify number of linguistic problems that people suffer from.			
1. Teaching and Learning Strategies					
Strategy		Explaining and clarifying the course material. The lecture method accompanied by questioning and explaining. The self-learning method.			
2. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Define linguistics	What is linguistics ?	Lecture discussion	Feedback
2	2	Define language	What is language ?	Lecture discussion	Feedback
3	2	Define language & features of human language	What is language?	Lecture discussion	Feedback
4	2	Study, linguistics historical	The study of language	Lecture discussion	Feedback
5	First month exam				
6	2	how to use the language ?	Using language	Lecture discussion	Feedback
7	2	How to use the language ?	Using language	Lecture discussion	Feedback
8	2	The relation between language and society	Language, and society	Lecture discussion	Feedback
9	2	The relation between language and society	Language, and society	Lecture discussion	Feedback
10	2	The relation between language and mind	Language and mind	Lecture discussion	Feedback
11	2	The relation between language and mind	Language and mind	Lecture discussion	Feedback
12	2	The relation between language and style	Language and style	Lecture discussion	Feedback
13	2	The relation between language and style	Language and style	Lecture discussion	Feedback
14	2	The relation between language and style	Language and style	Lecture discussion	Feedback
15	Second Month exam				
3. Course Evaluation					
Monthly exams and daily quiz Classroom discussion					
4. Learning and Teaching Resources					
Required textbooks (curricular books, if any)		Jean Aitchison (1999), Linguistics			

Main references (sources)	Jean Aitchison (1999), Linguistics -David Crystal (2012) A Dictionary of Phonetics and Linguistics
Recommended books and references (scientific journals, reports...)	INTRODUCING LINGUISTICS (2023) Jonathan Culpeper and others.
Electronic References, Websites	

Course Description Form

Course Name	Drama
Course Code	EB02LD322
Semester / Year	First / 2025–2026
Date of Preparation	10/9/2025
Attendance Mode	Mandatory
Study Hours / Units	3 hours
Course Coordinator	Prof. Dr. Mohammed Naji Hussein

8- Aims

12. Introducing students to the importance of one-act plays.
13. Introducing students to the importance of theater by placing it within its historical, political, cultural, and social context.
14. Developing students' ability to analyze dramatic texts. Introducing vocabulary and expressions used in these texts to enrich students' language skills.
15. Developing students' language abilities through reading, discussion, and writing.
16. Using English language through reading dramatic texts.
17. Developing students' ability to write essays related to these dramatic texts.

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

Cognitive Objectives

- A- To introduce the student to drama as a form of literary writing.
- B- To introduce the student to the types of drama and their literary and cognitive importance, namely (full-length play and one-act play).
- C- To introduce the student to the basic elements of drama (time, place, characters, plot, and meaning).
- D- To enable the student to understand the method of analyzing dramatic texts.
- E- To develop the student's ability to critique these texts.

10- Course-Specific Skills Objectives

A- To develop the ability to identify the basic elements of a literary genre.

B- To develop the ability to read and analyze a dramatic text.

C- To develop the ability to respond to a dramatic text.

D- To develop the ability to write a literary essay.

11- Teaching and learning methods:

18. Daily discussions using PowerPoint and Google Meet.

19. Regular short quizzes.

20. Using the internet and adopting a research-based approach to information.

12- Assessment Methods:

21. Daily online classroom discussion

22. Quizzes

23. Reports submitted on these texts

24. Monthly tests

13- Affective and Value-Based Objectives

a. The extent of students' active participation in daily discussions

b. Students' adherence to the schedules of academic activities during the semester

c. Developing mutual dialogue between students and instructors

d. Connecting the meaning of the play to everyday life situations

14- Teaching and Learning Methods

25. Daily Online Classroom Discussion

26. Research Activities

27. Using Modern Technology (Meet, PowerPoint)

28. Using Brainstorming to Connect Theatrical Texts with Other Literary Texts or Life Situations

15- Assessment Methods

General and Transferable Skills (Other skills related to employability and personal development).

a- Assessment through students' daily performance in daily discussions

b- Assessment through semester exams

29. Assessment through research

week	Hourse	Required Learning Outcomes	Unit or Topic Name	Teaching Method	Assessment Method
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One	٣	Understanding the theoretical aspects of the subject matter	Introduction to the play / its characteristics / features / types	Practical and theoretical application	Daily and oral test
two	٣	=	Introduction to the play " Riders to the Sea"	=	=
three	٣	=	Introduction to the playwright J.M. Synge	=	=
Four	٣	=	=	=	=
Five	٣	=	Explanation of the play	=	=
Six	٣	=	=	=	=
seven	٣	=	=	=	=
Eight	٣	=	=	=	=
Nine	٣	=	=	=	=
ten	٣	=	=	=	=
Eleven	٣	=	=	=	=
Twelve	٣	=	=	=	=
Thirteen	٣	=	=	=	=
Fourteen	٣	=	Semester Review	=	=
Fifteen	٣	=		=	=

16- Infrastructure

Required prescribed books

1-English Drama early modern and early modern and Elizabethan history and criticism by David Beveington

2- The Pelican Guide Guide to English Literature by Bores Ford

3- Literature drama the elements and drama by Laurence Perrine

4- Synge's Riders to the Sea

17-Main References (Sources)

1- Shakespeare's The Tragedies by Alfred Harbage

2- Anatomy of Drama

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

30. The Cambridge Anthology of English Literature

19-Electronic references, websites...

1- www.sparknotes.com/sparknotes-

2- <https://www.cliffsnotes.com/literature>

31. www.shmoop.com

20-Curriculum Development Plan

Applying Literary Criticism Theories to Plays

Course Description Form

Course Description Form

1. Course Name: Comprehension					
1. Course Code:					
1. Semester / Year: Third Grade, 1 st semester					
Description Preparation Date:, ٢٠٢٦-٢٠٢٥					
Available Attendance Forms :Mandatory					
Number of Credit Hours (Total) / Number of Units (Total)					
30 (hours), 2 units					
Course administrator's name (mention all, if more than one name)					
Asst. Prof. Dalia Hussein Yahya Bda73621@gmail.com					
Course Objectives					
Course Objectives		1-Comprehend and interpret various reading passages effectively. 2-Identify main ideas, supporting details, and the author’s purpose in different texts. 3- Expand their vocabulary and use new words appropriately in context. 4- Improve their reading fluency and speed through regular reading practice. ◦ - Analyze written texts critically and respond to comprehension questions accurately. 6- Develop their ability to summarize and paraphrase reading materials. 7- Apply reading strategies such as skimming, scanning, and inference for better understanding. 8. Engage in class discussions and exercises that enhance comprehension and critical thinking skills.			
Teaching and Learning Strategies					
Strategy	2. Discussion and engaging learners 3. Adopting critical thinking 4. Posing questions and brainstorming				
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st	2hour a a we	- To enable students to understand the main idea and expand their vocabulary and use new words.	Text 1. Finding fossil man (Reading + Vocabulary)	Critical thinking Brain storming Discussion analyzing Activation knowledge Summarizing synthesizing	Oral and written test presenti reports
2 nd		- To write sentences to br out the difference between the words.	Text1. Exercises / special difficulties		
3 rd		- To enable students to understand the main idea			

4 th		and expand their vocabul and use new words.	Text 2.Spider from the listeners (Reading+ Vocabulary)		
5 th		- To write sentences to bring out the difference between the words.			
6 th			Text 2. Exercises / special difficulties		
7 th					
8 th		- To enable students to understand the main idea	monthly Exam		
9 th		and expand their vocabul and use new words.			
10 th					
11 th			Text3. Matterhorn man (Reading + Vocabulary)		
12 th					
13 th		To write sentences to bring out the difference between the words.			
14 th		- To enable students to understand the main idea and expand their vocabul and use new words.			
15 th		- To enable students to write certain passage.	Text 3. Exercises / special difficulties		
			Text 4. Seeing Hands (Reading + Vocabulary)		
		- To enable students to understand the main idea and expand their vocabulary and use new words.			
		- To enable students to	Text 4. Exercises + Writing activity		

	<p>write certain passage.</p> <p>- To enable students to understand the main idea and expand their vocabulary and use new words.</p> <p>- To enable students to understand the main idea and expand their vocabulary and use new words.</p>	<p>monthly Exam</p> <p>Text5. No Room in the Ark (Reading + Vocabulary)</p> <p>Exercises+ Writing activity 5 Text .</p> <p>Text6. From " out of the Air " (Reading + Vocabulary)</p> <p>Text7. The Sporting spirit (Reading + Vocabulary)</p> <p>monthly Exam</p>		
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1. Course Evaluation

5marks daily participation
5 marks for reports
30 marks monthly exams
60 marks final exam

1. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Fluency in English by L.G . Alexander-
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Developing skills by-Alexander L.G
Electronic References, Websites	Struth, A., APA Manual 7 th Edition. Tektime.

2. Course Name: Essay
3. Course Code: EB02E314
4. Semester / third year, fifth semester
5. Description Preparation Date: 10 September 2025
6. Available Attendance Forms: Mandatory
7. Number of Credit Hours (Total) / Number of Units (Total): 2 *15

8. Course administrator's name (mention all, if more than one name)
 Name: Asst. Prof. Nadia Ahmed
 Email: nadiaahmaz@gmail.com

9. Course Objectives

Course Objectives

The main goal is to improve the writing skills by giving materials that fit the academic proficiency. The objectives are:

10. To learn different types of writing such as creative and academic writing.
11. To Build up sentences and how to join them by using transition words.
12. To Build up paragraphs and essays.

To familiarize the students with the steps to write essay starting from getting the idea to write about, then, brainstorming the sub-ideas and start writing the first draft of the essay.

13. Teaching and Learning Strategies

Strategy

At the beginning of the semester, students are informed of the course syllabus and information resources (relevant books), the distribution of the syllabus across the weeks of the semester, and assessment methods to be used, as follows:

1. Lectures are prepared according to the sequence outlined in the syllabus, utilizing the aforementioned information resources.
2. Students are informed of the topic of the next lecture to allow them to prepare.
3. Students are asked to submit papers related to one or more of the topics under study.
4. Students are provided with the fundamentals and topics related to the course.
5. Discussion and questioning with class participation

14. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
first and second week	2		- The sentence:	Discussion and	

and fourth and fifth	2		a-Types. b-Joining sentence. c-Tenses. d-Word order. e-Common mistakes.	questioning Discussion and questioning
in week	2		First monthly exam	-
	2		2-The essay, building up your essay: a-Process Analysis	Discussion and questioning
seventh and eighth week	2		Essays.	Discussion and questioning
	2		1-Stimulating ideas.	Discussion and questioning
	2		2-Brainstroming and writing.	Discussion and questioning
	2		3-Developing your ideas.	Discussion and questioning
ninth and tenth week			4-Editing your writing.	-
eleventh and twelfth week			Second monthly exam	-
thirteenth week			Third monthly exam	Discussion questioning
fourteenth week			Review	

15. Course Evaluation

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

16. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Textbooks 1-Essay and writing by L.G. Alexander. 2-Effective Academic writing (the essay) Jason Davis.
Main references (sources)	Textbooks 1-Essay and writing by L.G. Alexander. 2-Effective Academic writing (the essay) Jason Davis.
Recommended books and references (scientific journals, reports...)	-
Electronic References, Websites	-

Course Description Form

Course Description Form

1.Course Name: Grammar
2.Course Code: EB02G316
3.Semester / Year: Third Grade, 1st semester
Description Preparation Date: 10/9/2025
Available Attendance Forms :Mandatory
Number of Credit Hours (Total) / Number of Units (Total)
30 (hours), 2 units
Course administrator's name (mention all, if more than one name)

Asst. Prof. Aswan Jalal Abbas basiceng12te2@uodiyala.edu.iq					
Course Objectives					
Course Objectives		By the end of this course, students will be able to: <ol style="list-style-type: none"> 17. Identify and distinguish between infinitives and gerunds, participles, prepositions, and conjunctions in academic and real-world texts. 18. Analyze grammatical functions of infinitives, gerunds, and participles within different sentence structures. 19. Correctly form and use infinitives, gerunds, and participles in speaking and writing to convey meaning accurately and fluently. 20. Recognize and apply different types of prepositions (time, place, direction, abstract relations) appropriately in academic writing and communication. 21. Use conjunctions (coordinating, subordinating, correlative) to create logical and coherent ideas and complex sentences. 			
Teaching and Learning Strategies					
Strategy		<ol style="list-style-type: none"> 1. Communicative Grammar Practice 2. Task-Based Learning (TBL) 3. Guided Discovery / Inductive Learning 			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st	2hour a week	1. Define and distinguish between infinitives, gerunds.	Definition of infinitives, gerunds,	Discussion & interaction	Oral and written tests
2 nd		2. Identify the functions of infinitives and gerunds in	Definition of Infinitives, gerunds	Ask questions & brainstorming	
3 rd				Groups	

4 th		sentences 3. Construct grammatically correct sentences using infinitives, gerunds, and participles in both written and spoken communication.	Infinitives, gerunds and participles Forming participial phrases.	interactive Questions & the answers	
5 th		4. Analyze the grammatical roles of participles in modifying nouns and forming participial phrases.	Roles of participles		
6 th		5. Analyze the grammatical roles of participles in modifying nouns and forming participial phrases.			
7 th		6. Integrate prepositions and conjunctions to achieve clarity	Define prepositions and conjunctions		
8 th			Use different types of prepositions		

9 th		and cohesion in academic writing.			
10 th		7. Recognize and use different types of prepositions (time, place, movement, abstract relations) accurately.	Comparison between participles, prepositions, and conjunctions		
11 th		8. Define and distinguish between participles, prepositions, and conjunctions.	Define participles, prepositions, and conjunctions		
12 th		9. Apply coordinating, subordinating, and correlative conjunctions to form logically connected ideas.	Comparison between participles, prepositions, and conjunctions		
13 th		10. Differentiate between correct and incorrect uses of the studied structures when analyzing sentences.	Comparison between participles, prepositions, and conjunctions		
14 th		11. Edit and revise written	Mastery of target structures.		

15 th		<p>paragraphs to correct errors related to these grammatical topics.</p> <p>12.Compose academic paragraphs and short essays demonstrating mastery of target structures.</p> <p>13.Interpret short texts and identify the grammatical function of the studied forms within context.</p> <p>14.Demonstrate oral communication skills using correct grammar structures during discussions and presentations.</p> <p>15.Employ grammar knowledge to improve accuracy, fluency, and stylistic quality in academic and professional language use.</p>	<p>Mastery of target structures.</p> <p>Using correct grammar structures during presentations.</p> <p>Using correct grammar structures during presentations.</p>		
4. Course Evaluation					

10 marks daily participation	
30 marks monthly exams	
60 marks final exam	
5. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Eastwood, John (2002) Oxford Practice Grammar 2 nd Ed.
Main references (sources)	
13. Plans for Curriculum Development	

Course description form

Course Name	
Measurement and Evaluation	
Course Code	
MEATH503	
Semester/Phase	
Fifth/Third Stage	
Date of preparation	
10/9/2025	
Attendance Format	
Mandatory	
Total Hours/Units	
30 Hours/2 Units	
Course Coordinators	
Basica58te@uodiyala.edu.iq	
Dr. Suhaila Jaafar Abbas / Asst. Lect. Rasha Shaker Mahmoud	
Course Objectives	
Main Objectives of the subject	1. Introduce students to concepts and terminology related to measurement and evaluation in the educational process 2. Equip students with the ability to stay updated on modern developments in educational measurement and evaluation 3. Enable students to understand educational terms, their applications, and the purposes of measurement and evaluation in education. 4. Identify the methods used in educational measurement, specifically achievement tests.
Teaching and learning Strategies:	
Strategy	-Discussion Method: Utilizing the inquiry (interrogation) technique. - Lecture Method: Delivery combined with inquiry techniques. - Independent Research: Assigning reports via college library visits or online sources for additional knowledge. -Critical Thinking: Posing analytical or inferential questions for home assignments. -Activities: Encouraging diverse in-class and extracurricular activities.

Course Structure					
week	Hours	Required Learning Outcomes	Subject/Unit Title	Learning Method	Evaluation Method
First	2	Understanding concepts and roles in education.	Measurement and Evaluation: Concept, roles, purposes, and fields.	Understanding concepts and roles in education.	Oral questions and participation.
Second	2	Defining differences and types of evaluation.	Differences between measurement and evaluation; Types (Diagnostic, Formative, Summative).	Defining differences and types of evaluation.	Oral questions and written daily quiz.
Third	2	Knowledge of test types and purposes.	Achievement Tests: Types (Written, Oral, Objective, Essay), purposes, and interpretation.	Knowledge of test types and purposes.	Oral questions and oral daily quiz.
Fourth	2	Knowledge of test preparation and objective setting.	Steps for preparing tests; Educational objectives: types, levels, and behavioral formulation.	Knowledge of test preparation and objective setting.	Oral questions and participation.
Fifth	2	Defining content analysis and specifications.	Content analysis; Table of Specifications; Criteria for item selection.	Defining content analysis and specifications.	Oral questions and participation.
Sixth	2	Ability to identify objective test types.	Objective Tests: True/False, Multiple Choice, Matching, Completion.	Ability to identify objective test types.	Oral questions and written quiz.
Seventh	-	First Monthly written Exam			
Eighth	2	To equip students with the ability to understand	Test Arrangement: Formatting, instructions, printing, and pilot sampling.	Understanding final test arrangement and pilot testing.	Oral questions and participation.

		how to arrange the items in the final test format, and to prepare test instructions.			
Ninth	2	Enabling students to understand the concept of test validity and reliability, and the statistical analysis of its items.	Validity and Reliability; Statistical analysis of test items.	Understanding of validity, reliability, and analysis.	Oral questions and written quiz.
Tenth	2	Enabling students to understand essay tests, their characteristics, and areas of application.	Essay Tests: Characteristics, use cases, types, writing rules, and grading.	Knowledge of essay test characteristics.	Oral questions and participation.
Eleventh	2	Enabling students to understand performance tests, their uses, and the principles of preparing them.	Performance Tests: Use cases, preparation, grading, and practical application.	Knowledge of performance-based assessment.	Oral questions and oral quiz.
Twelfth	Second Monthly written Exam				
Thirteenth	2	Enabling students to become familiar with oral tests, their characteristics, and areas of application.	Oral Tests: Characteristics, advantages/disadvantages, and grading methods.	Identifying oral test characteristics and use.	Oral questions and oral quiz.
Fourteenth	2	Enabling students to understand grades, how to use them, and how to interpret them.	Grades and how to use them, raw and derived grades, standard grades and percentiles, methods of		Oral questions and participation.

		interpreting grades	
Fifteenth	Third Monthly written Exam		
Course Evaluation			
1. The grade for the first semester's effort is distributed as follows: <ol style="list-style-type: none"> 10 Marks: Daily quizzes (Oral and Written). 10 Marks: Participation and classroom/extracurricular activities. 20 Marks: Monthly written examinations. 2. Final Examination: 60%			
Learning and teaching resources			
Required textbooks (methodology, if applicable)		A Contemporary Vision of the Principle Measurement and Evaluation, Prof. Mohammad Abdul-Wahab et al. (2024) .	
Main References:		<ul style="list-style-type: none"> Measurement and Evaluation in the Educational Process, Dr. Ihsan Eliwi Al-Dulaimi & Dr. Adnan Mahmoud Al-Mahdawi (2005). Measurement and Evaluation in the Teaching Process, Dr. Rahim Younis Azzaoui (2008). Educational Measurement and Evaluation, Dr. Shaima Sobhi Abu Shaaban & Dr. Asaad Hussein Atwan (2019). 	
Supportive References:		Arab Journal of Human Sciences; Scientific Journal of Educational Sciences and Mental Health; Journal of Educational Sciences (Ain Shams University); Al-Fatih Journal (University of Diyala).	
Electronic Resources:		E-Learning platforms and Iraqi Unive websites.	

Course Description Form

6. Course Name: Curriculum and School Textbooks
7. Course Code: CURSE3
8. Semester / Year: : Third Grade, Second semester
9. Description Preparation Date: 10/9/ 2025
10. Available Attendance Forms: mandatory
11. Number of Credit Hours (Total) / Number of Units (Total) 30 (hours), 2 units
12. Course administrator's name (mention all, if more than one name)

Name: Asst. Prof. Ibtihal Murad Hasan Email: ibtehal.morad@oudiyala.edu.iq					
13. Course Objectives					
Course Objectives		Provide structured and organized content Support the curriculum objectives Develop students' skills (listening, speaking, reading, writing) Enhance vocabulary and grammar knowledge Encourage independent learning Include activities and exercises for practice and assessment			
14. Teaching and Learning Strategies					
Strategy	15. Discussion and engaging learners 16. Adopting critical thinking 17. Posing questions and brainstorming				
18. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st	2h	1-Definition, concept, and a scope of curriculum	Introduction to Curriculum	Critical thinking	Oral and written test presenting report
2 nd	2h	2-Main features and qualities of an effective curriculum	Characteristics of Curriculum	Brain storming Discussion analyzing Activation knowledge Summarizing synthesizing	
3 rd	2h	3-the role and significance of curriculum in the educational process.	Importance of Curriculum		
4 th	2h	4-Philosophical, social, and psychological (developmental) foundations of curriculum	Foundations of Curriculum		
5 th	2h	5-Educational objectives and instructional content.	Elements of Curriculum		
		6-subject-centered curriculum and integrated curriculum.	Types of Curriculum		
		7- monthly Exam			

6 th			Curriculum Evaluation		
7 th		8-Concept and objectives of curriculum evaluation	Curriculum Evaluation		
8 th		9-standards, methods, and procedures of curriculum evaluation.	Curriculum Development		
9 th					
10 th		10-Concept and rationale for curriculum development			
11 th					
12 th					
13 th		11-monthly Exam	The School Textbook		
14 th		12- Concept and importance of the school textbook	Types of Textbooks		
15 th		13- Printed textbooks and electronic textbooks.	Textbook Evaluation		
		14- Criteria and methods for evaluating school textbooks	Textbook Development		
		15-Principles and processes of textbook development with course review			

Course Evaluation
5marks daily participation
5 marks for reports
30 marks monthly exams
60 marks final exam

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

19. Learning and Teaching Resources

Required textbooks (curricular books, if any)	كتاب المناهج الدراسية للمؤلف فرج المبروك ٢٠١٦
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Form

20. Course Name: Research Writing					
21. Course Code:					
22. Semester / Year: Third Grade, 1 st semester					
Description Preparation Date: 10 September, 202 ^o					
Available Attendance Forms : mandatory					
Number of Credit Hours (Total) / Number of Units (Total)					
45 (hours), 3 units					
Course administrator's name (mention all, if more than one name)					
Asst. Prof. Dr. Nada M. Hindi & Asst. Inst. Fatima Jamal Nada_muhamed@uodiyala.edu.iq					
Course Objectives					
Course Objectives		<p>To introduce learners with the basics of writing research</p> <p>To develop their writing skills such as paraphrasing, syntax, spelling, punctuation, etc.</p> <p>To improve their investigative skills while using print and on-line sources</p> <p>To develop their skills of argument and discussion</p> <p>Enable learners to present their papers that conform to course requirements</p>			
Teaching and Learning Strategies					
Strategy	28. Discussion and engaging learners 29. Adopting critical thinking 30. Posing questions and brainstorming				
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st	3 hours week	To understand the purpose of writing research and its advantages	Definition of research, why do research	Critical thinking	Oral and written test presenting reports
2 nd		To know the rules of basics of academic writing	Conventions of academic writing	Brain storming	
3 rd		To be able to select atopic and narrow information	Topic selection	Discussion analyzing	
4 th		To be able to use sources to look for information	Sources of information	Activation prior knowledge	
5 th		To be able to write rough outline	Writing rough outline	Summarizing and synthesizing	
6 th		To be able to write necessary notes from each source	First monthly exam		
7 th		To know how to write parts of the paper	Writing effective notes		
8 th		To be able to cite the	Writing introduction, body, and conclusion		
9 th			How to cite according to APA, MLA		
10 th					
11 th					
12 th					

13 th	sources according to different styles	Preparing a list of references		
14 th	To be able to organize references	How to quote		
15 th	page	Second monthly exam		
	To know how to quote words, phrases or sentences	Working bibliography		
	To know how to compile publication information	Constructing tables		
	To be able to construct tables			
31. Course Evaluation				
5marks daily participation 5 marks for reports 30 marks monthly exams 60 marks final exam				
32. Learning and Teaching Resources				
Required textbooks (curricular books, if any)		Writing Research, by James Lester(2015)		
Main references (sources)				
Recommended books and references (scientific journals, reports...)		Developing skills by-Alexander L.G Fg		
Electronic References, Websites		Struth, A., APA Manual 7 th Edition. Tektime.		
13. Plans for Curriculum Development				
Significant issues from the APA 7th Edition Manual have been included to the syllabus to meet requirements of academic writing, such as how to quote, cite and organize references etc.				

Course Description Form

33. Course Name:	Linguistics
34. Course Code:	
35. Semester / Year:	Second /2025-2026
36. Description Preparation Date:	10/9/ 2025
37. Available Attendance Forms:	Mandatory
38. Number of Credit Hours (Total) / Number of Units (Total)	30 hours /30 units
39. Course administrator's name (mention all, if more than one name)	Name: Duaa Ali Hassan
40. Course Objectives	

Course Objectives	41. defining language and linguistics and animal communication 42. study some of the important branches of linguistics. 43. Studying Morphology, Syntax, semantics, pragmatics 44. Studying discourse analysis.				
45. Teaching and Learning Strategies					
Strategy	Explaining and clarifying the course material. The lecture method accompanied by questioning and explaining. The self-learning method.				
46. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	The,origin of, language	The origin of language	Lecture discussion	Feedback
2	2	The origin of language	The origin of language	Lecture discussion	Feedback
3	2	The relation between an and human language	Animal and Human language	Lecture discussion	Feedback
4	2	The relation between an and human language	Animal and hu language	Lecture discussion	Feedback
5	First month exam				
6	2	Study morphology	Morphology	Lecture discussion	Feedback
7	2	Study morphology	Morphology	Lecture discussion	Feedback
8	2	Study syntax	Syntax	Lecture discussion	Feedback
9	2	Study syntax	Syntax	Lecture discussion	Feedback
10	2	Understand pragmatics	Pragmatics	Lecture discussion	Feedback
11	2	Understand Pragmatics	Pragmatics	Lecture discussion	Feedback
12	2	Study semantics	Semantics	Lecture discussion	Feedback
13	2	Study semantics	Semantics	Lecture discussion	Feedback
14	2	Discourse analysis	Discourse analysis	Lecture discussion	Feedback
15	Second Month exam				
47. Course Evaluation					
Monthly exams and daily quiz					
Classroom discussion					
48. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			The study of language (2006-2010) George Yule		
Main references (sources)			-Jean Aitchison (1999), Linguistics		

	-David Crystal (2012) A Dictionary of Phonetics Linguistics
Recommended books and references (scientific journals, reports...)	INTRODUCING LINGUISTICS (2023) BY Jona Culpeper and others
Electronic References, Websites	

Course description template

Translation	Syllabus Name-١
EB02T312	Syllabus Code-٢
2nd course / 2025-2026	Course/Year-٣
10/9/2025	Date of Preparing this document-٤
Mandatory	Form of Attendance-٥
٤٥ (١٥ *٣)	Total Number of studying hours-٦
Assist. Professor . Ibtihal Ahmed Sallal	Name of the Instructor-٧
basiceng19@uodiyala.edu.iq	
. Course Objectives ^٨	
By the end of the semester, the student will have:	
1. A basic understanding of some theoretical concepts of translation. 2. A basic understanding of translation as an independent discipline 3. The ability to produce effective and accurate translations from English to Arabic and vice versa of .various texts.	
9- Teaching and Learning Strategy:	
-1 Monthly exams + daily quizzes and participation	
-2 Classroom discussions.	

10. Syllabus Components					
Week	Hours, Required	Learning Outcomes	Topic Name	, Unit/ Teaching Method	Assessment Method
1 st	٣	The concept of translation	Definition of translation linguistically and technically	Discussion and classroom interaction	Oral and written testing
2 nd	3	The importance of understanding each type of translation and how to use it	Explanation of the types of translation and their objectives.	Questioning and brainstorming	Oral questions
3 rd	٣	Translation as a process and a product	Translation: Activity and outcome of the concept of translation steps and outputs.	Interactive groups	Correction of randomly selected written answers from each group
4 th	٣	The concept of literal and free translation	Literal and free translation and the mechanism for adopting them:	Questioning and brainstorming	Oral questions
امتحان الشهر الاول 5th					
6 th	3	Criteria for evaluating a good translator	Qualities of a good translator	Discussion and classroom interaction	Oral and written testing
7 th	٣	General standards for good translation	Principles of good translation	Questioning and brainstorming	Oral questions
8 th	٣	Translating literary texts	Practical application of literal and free translation:	Discussion and classroom interaction	Oral and written testing
9 th	٣	Translating news in newspapers and magazines	Practical application of literal and free translation:	Questioning and brainstorming	Oral questions
10 th	٣	Translating scientific texts	Practical application of literal and free translation: texts	Discussion and classroom interaction	Oral and written testing
11 th	٣	Translating academic texts	Practical application of literal and free translation:	Questioning and brainstorming	Oral questions
12 th	٣	Translating religious texts	Practical application of literal and free translation:	Interactive groups	Correction of randomly selected written answers from each group
13 th	٣	Translating legal texts	Practical application of	Questioning and	Oral

			literal and free translation:	brainstorming	questions
14 th	٣	Translating terms and proverbs	Practical application of literal and free translation:	Interactive groups	Correction of randomly selected written answers from each group
15 th week		2 nd Monthly Exam			

11- Assessment Methods

1. Monthly exams + daily quizzes and participation

2. Classroom discussions

12 .Learning and teaching resources

1. Translation Manual, Level1, by M.M. Enani 2. Principles of Translation by Youel Aziz	Required textbooks
Translation with Reference to English and Arabic: A practical Guide by Fraghal and Shunna	Main Books and References
Advanced English–Arabic Translation Advanced English–Arabic Translation A Practical Guide El Mustapha Lahlali and Wafa Abu Hatab, 2022	Recommended references and Journals
NaTakallam - High-quality language services and courses PDFSimpli https://pdfsimpli.com > pdf-translator > simple-tool	Electronic references, websites

Course Description Form

1. Course Name:	English language teaching methods
2. Course Code:	
3. Semester / Year:	3 rd 2025-2026
4. Description Preparation Date:	10/9// 2025
5. Available Attendance Forms:	Mandatory
6. Number of Credit Hours (Total) / Number of Units (Total)	2
7. Course administrator's name (mention all, if more than one name)	Name: Prof. Samia Mohamed + Asst. Prof. Ashwaq Abd Al-mahdi + Asst. Inst. Fatimah Jama Email: basiceng92@uodiyala.edu.iq

8. Course Objectives					
Course Objectives		49. Understand theories of language learning. 50. Plan effective skill-based lessons. 51. Apply the eclectic approach in teaching. 52. Employ appropriate assessment methods. 53. Define the roles of teacher and learner effectively.			
54. Teaching and Learning Strategies					
Strategy		55. Warm-Up & Modeling 56. Guided Practice 57. Pair & Group Interaction 58. Communicative Task 59. Feedback & Reflection			
60. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Introduction to English Language Learning	Unit 1	Interactive work & group discussion	feedback
2	3	Factors affecting language learning	Unit 1	Interactive work & group discussion	feedback
3	3	Psychological and Linguistic Principles of Language Learning	Unit 2	Interactive work & group discussion	feedback
4	3	Reading Skill – Definition	Unit 2	Interactive work & group discussion	feedback
5	3	Reading Skill – Models	Unit 3	Interactive work & group discussion	feedback
6	3	Reading Skill – Types	Unit 3	Interactive work & group discussion	feedback
7	3	First month exam			
8	3	Reading Skill – Stages Teaching	Unit 3	Interactive work & group discussion	feedback
9	3	Writing Skill – Definition	Unit 3	Interactive work & group discussion	feedback
10	3	Writing Skill – Models	Unit 4	Interactive work & group discussion	feedback
11	3	Writing Skill – Types	Unit 4	Interactive	feedback

				work & s group discussio	
12	3	Writing Skill – Stages Teaching	Unit 5	Interactive work & s group discussio	feedback
13	3	The Eclectic Approach	Unit5	Interactive work & s group discussio	feedback
14	3	Second month exam			
61. Course Evaluation					
<p>The total course grade is set at (100) marks and is distributed as follows:</p> <ol style="list-style-type: none"> (40 marks) for continuous assessment, which includes monthly examinations as well as evaluation of attendance and active class participation, reflecting the student’s commitment and ongoing engagement with course requirements. (60 marks) for the compulsory centralized semester examination, which serves as the primary measure of the student’s overall academic achievement according to unified academic standards. <p>This assessment scheme ensures a balanced evaluation system that combines continuous assessment with performance in the centralized final examination, thereby providing a comprehensive and objective measure of student achievement.</p>					
3. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			<ol style="list-style-type: none"> Brown, H. D. (2001). Teaching by principles: An interactive approach to language pedagogy (2nd ed). Longman Nunan, D. (2003) Practical English Language teach McGraw-Hill. 		
Main references (sources)			<ol style="list-style-type: none"> Brown, H. D. (2001). Teaching by principles: An interactive approach to language pedagogy (2nd ed). Longman Nunan, D. (2003) Practical English Language teach McGraw-Hill. 		
Recommended books and references (scientific journals, reports...)			Arabic world English journal		
Electronic References, Websites			British Council Teaching English/ on YouTube		

Course Name
Measurement and Evaluation
Course Code
MEATH503
Semester/Phase
Fifth/Third Stage
Date of preparation
10/9/2025
Attendance Format

Mandatory Attendance					
Total Hours/Units					
30 Hours/2 Units					
Course Coordinators					
Basica58te@uodiyala.edu.iq					
Dr. Suhaira Jaafar Abbas / Asst. Lect. Rasha Shaker Mahmoud					
Course Objectives					
Main Objectives of the subject		1. Introduce students to concepts and terminology related to measurement and evaluation in the educational process 2. Equip students with the ability to stay updated on modern developments in educational measurement and evaluation 3. Enable students to understand educational terms, their applications, and the purposes of measurement and evaluation in education. 4. Identify the methods used in educational measurement, specifically achievement tests.			
Teaching and learning Strategies:					
Strategy		-Discussion Method: Utilizing the inquiry (interrogation) technique. - Lecture Method: Delivery combined with inquiry techniques. - Independent Research: Assigning reports via college library visits or online sources for additional knowledge. -Critical Thinking: Posing analytical or inferential questions for home assignments. -Activities: Encouraging diverse in-class and extracurricular activities.			
Course Structure					
week	Hours	Required Learning Outcomes	Subject/Unit Title	Learning Method	Evaluation Method
First	2	Understanding concepts and roles in education.	Measurement and Evaluation: Concept, roles, purposes, and fields.	Understanding concepts and roles in education.	Oral questions and participation.
Second	2	Defining differences and types of evaluation.	Differences between measurement and evaluation; Types (Diagnostic, Formative, Summative).	Defining differences and types of evaluation.	Oral questions and written daily quiz.

Third	2	Knowledge of test types and purposes.	Achievement Tests: Types (Written, Oral, Objective, Essay), purposes, and interpretation.	Knowledge of test types and purposes.	Oral questions and oral daily quiz.
Fourth	2	Knowledge of test preparation and objective setting.	Steps for preparing tests; Educational objectives: types, levels, and behavioral formulation.	Knowledge of test preparation and objective setting.	Oral questions and participation.
Fifth	2	Defining content analysis and specifications.	Content analysis; Table of Specifications; Criteria for item selection.	Defining content analysis specifications.	Oral questions and participation.
Sixth	2	Ability to identify objective test types.	Objective Tests: True/False, Multiple Choice, Matching, Completion.	Ability to identify objective test types.	Oral questions and written quiz.
Seventh - First Monthly written Exam					
Eighth	2	To equip students with the ability to understand how to arrange the items in the final test format, and to prepare test instructions.	Test Arrangement: Formatting, instructions, printing, and pilot sampling.	Understanding final test arrangement and pilot testing.	Oral questions and participation.
Ninth	2	Enabling students to understand the concept of test validity and	Validity and Reliability; Statistical analysis of test items.	Understanding validity, reliability, and analysis.	Oral questions

		reliability, and the statistical analysis of its items.			and written quiz.
Tenth	2	Enabling students to understand essay tests, their characteristics, and areas of application.	Essay Tests: Characteristics, use cases, types, writing rules, and grading.	Knowledge of essay test characteristics.	Oral questions and participation.
Eleventh	2	Enabling students to understand performance tests, their uses, and the principles of preparing them.	Performance Tests: Use cases, preparation, grading, and practical application.	Knowledge of performance-based assessment.	Oral questions and oral quiz.
Twelfth Second Monthly written Exam					
Thirteenth	2	Enabling students to become familiar with oral tests, their characteristics, and areas of application.	Oral Tests: Characteristics, advantages/disadvantages, and grading methods.	Identifying oral test characteristics and use.	Oral questions and oral quiz.
Fourteenth	2	Enabling students to understand grades, how to use them, and how to interpret them.	Grades and how to use them, raw and derived grades, standard grades and percentiles, methods of interpreting grades		Oral questions and participation.
Fifteenth Third Monthly written Exam					
Course Evaluation					

1. The grade for the first semester's effort is distributed as follows: a. 10 Marks: Daily quizzes (Oral and Written). b. 10 Marks: Participation and classroom/extracurricular activities. c. 20 Marks: Monthly written examinations. 2. Final Examination: 60%	
Learning and teaching resources	
Required textbooks (methodology, if applicable)	A Contemporary Vision of the Principle Measurement and Evaluation, Prof. Mohammad Abdul-Wahab et al. (2024) .
Main References:	<ul style="list-style-type: none"> • Measurement and Evaluation in the Educational Process, Dr. Ihsan Eliwi Al-Dulaimi & Dr. Adnan Mahmoud Al-Mahdawi (2005). • Measurement and Evaluation in the Teaching Process, Dr. Rahim Younis Azzaoui (2008). • Educational Measurement and Evaluation, Dr. Shaima Sobhi Abu Shaaban & Dr. Asaad Hussein Atwan (2019).
Supportive References:	Arab Journal of Human Sciences; Scientific Journal of Educational Sciences and Mental Health; Journal of Educational Sciences (Ain Shams University); Al-Fatih Journal (University of Diyala).
Electronic Resources:	E-Learning platforms and Iraqi Unive websites.

Course Description Form

1. Course Name: Research Methodology	
2. Course Code:	
3. Semester / Year: Third Grade, 2nd semester	
Description Preparation Date: 10/9/ 202 ^o	
Available Attendance Forms: Mandatory	
Number of Credit Hours (Total) / Number of Units (Total)	
30 (hours), 2 units	
Course administrator's name (mention all, if more than one name)	
Asst. Prof. Dr. Nada M. Hindi & Prof. Nazar Hussain Nada_muhamed@uodiyala.edu.iq	
Course Objectives	
Course Objectives	<p>To introduce learners with the basics of writing research</p> <p>To develop their writing skills such as paraphrasing, syntax, spelli punctuation, etc.</p> <p>To improve their investigative skills while using print and on-l sources</p> <p>To develop their skills of argument and discussion</p> <p>Enable learners to present their papers that conform to cou requirements</p>

Teaching and Learning Strategies					
Strategy	9.	Discussion and engaging learners			
	10.	Adopting critical thinking			
	11.	Posing questions and brainstorming			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st	2 hours a week	To understand the purpose of writing research and its advantages	Definition of research	Critical thinking	Oral and written reports
2 nd		To know the types of research	Types of Research	Brain storming	
3 rd		To know the purpose of applied research	Applied or Field Research	Discussion analyzing	
4 th		To know the goal of pure research	Pure or Basic Research	Activation of knowledge	
5 th		To be able to explain action research	Action Research	Summarizing and synthesizing	
6 th		To be able to write necessary notes from each source	Evaluation Research		
7 th		To know the purpose of educational research	Educational Research		
8 th		To know the features of educational research	Definition and Problems		
9 th		To know how to write experimental research	Experimental Methods		
10 th		To know terms and types of educational research	Steps of Experimental Methods		
11 th			Second monthly exam		
12 th			Terms Used in Experimental Methods		
13 th			Types of Experimental Method		
14 th			Review		
15 th					
12. Course Evaluation					
5marks daily participation					
5 marks for reports					
30 marks monthly exams					
60 marks final exam					
13. Learning and Teaching Resources					

Required textbooks (curricular books, if any)	Research Methodology Tools and Techniques by Prabhat Pandey & Meenu Mishra (2015)
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Developing skills by-Alexander L.G Fg
Electronic References, Website	Struth, A., APA Manual 7 th Edition. Tektime.
13. Plans for Curriculum Development	
Significant issues from the APA 7th Edition Manual have been included to the syllabus to meet the requirements of academic writing, such as how to quote, cite and organize references etc.	

Course Description Form

14. Course Name:					
Linguistics					
15. Course Code:					
16. Semester / Year:					
Second /2025-2026					
17. Description Preparation Date:					
10/9/2025					
18. Available Attendance Forms:					
Mandatory					
19. Number of Credit Hours (Total) / Number of Units (Total)					
30 hours /30 units					
20. Course administrator's name (mention all, if more than one name)					
Name: Duaa Ali Hassan					
21. Course Objectives					
Course Objectives		22. defining language and linguistics and animal communication 23. study some of the important branches of linguistics. 24. Studying Morphology, Syntax, semantics, pragmatics 25. Studying discourse analysis.			
26. Teaching and Learning Strategies					
Strategy		Explaining and clarifying the course material. The lecture method accompanied by questioning and explaining. The self-learning method.			
27. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	The,origin of, language	The origin of language	Lecture discussion	Feedback
2	2	The origin of language	The origin of language	Lecture discussion	Feedback

3	2	The relation between animal and human language	Animal and Human language	Lecture discussion	Feedback
4	2	The relation between animal and human language	Animal and human language	Lecture discussion	Feedback
5	First month exam				
6	2	Study morphology	Morphology	Lecture discussion	Feedback
7	2	Study morphology	Morphology	Lecture discussion	Feedback
8	2	Study syntax	Syntax	Lecture discussion	Feedback
9	2	Study syntax	Syntax	Lecture discussion	Feedback
10	2	Understand pragmatics	Pragmatics	Lecture discussion	Feedback
11	2	Understand Pragmatics	Pragmatics	Lecture discussion	Feedback
12	2	Study semantics	Semantics	Lecture discussion	Feedback
13	2	Study semantics	Semantics	Lecture discussion	Feedback
14	2	Discourse analysis	Discourse analysis	Lecture discussion	Feedback
15	Second Month exam				
28. Course Evaluation					
Monthly exams and daily quiz					
Classroom discussion					
29. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			The study of language (2006-2010) George Yule		
Main references (sources)			-Jean Aitchison (1999), Linguistics -David Crystal (2012) A Dictionary of Phonetics Linguistics		
Recommended books and references (scientific journals, reports...)			INTRODUCING LINGUISTICS (2023) BY Jona Culpeper and others		
Electronic References, Websites					

Course Description Form

1. Course Name: Grammar
30. Course Code: EB02G326
31. Semester / Year: Third Grade, 2 nd Semester
Description Preparation Date: 10/9/2025
Available Attendance Forms :mandatory
Number of Credit Hours (Total) / Number of Units (Total)
30 (hours), 2 units
Course administrator's name (mention all, if more than one name)

Asst. Prof. Aswan Jalal Abbas basiceng12te2@uodiyala.edu.iq					
Course Objectives					
Course Objectives		The main goal is to improve the skills of the grammatical rules by giving materials that enhance the academic proficiency. The objective is: To familiarize the students with the main grammatical topics and giving them the chance to practice them inside the classroom.			
Teaching and Learning Strategies					
Strategy		32. Discussion and engaging learners 33. Posing questions and brainstorming			
Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1 st	2hour week	Identify different types of adjuncts, Analyze adjunct position	Definition of <i>adjunct</i>	Discussion & interaction	Oral and written test
2 nd		Classify adjuncts (time, place, manner, reason, purpose, condition).	Classification of adjuncts	Ask questions brainstorming	
3 rd		Define <i>disjunct</i> and explain its pragmatic function.	Definition of <i>disjunct</i>	Groups interact	
4 th		Define <i>conjunct</i> as a linking adverbial.	Definition of <i>conjunct</i>	Questions and answers	
5 th		First monthly exam	First monthly exam		
6 th		Compare and contrast adjuncts, disjuncts, and conjuncts	Adjuncts, disjuncts, and conjuncts		
7 th		Define coordination, Distinguish syndetic vs. asyndetic coordination	Definition of coordination		
8 th		Define apposition, Distinguish restrictive vs. non-restrictive apposition	Definition of apposition		
9 th					
10 th					

11 th	Distinguish defining vs. non-defining relative clauses	Relative clauses and what are their types .		
12 th	Analyze reduced relative clauses, Differentiate finite and non-finite relative clauses	Finite and non-finite relative clauses		
13 th				
14 th	Second monthly exam			
15 th	Classify linking words (contrast, cause, addition, result)	Linking words		
	Identify core modal verbs	Modal verbs		
	Modal Verbs – Pragmatic and Discourse Use	Modal verbs		
	Integrate adjuncts, conjuncts, relative clauses, and modals in extended writing	Applications		
34. Course Evaluation				
marks daily participation 5 marks for attendance 30 marks for monthly exams 60 marks final exam				
35. Learning and Teaching Resources				
Oxford Practice Grammar by John Estawood				
University Grammar of English by Randolph Quirk			Developing skills by-Alexander L.G	
		Fg		
13. Plans for Curriculum Development				

Course Description Form

36. Course Name:
English language teaching methods
37. Course Code:
38. Semester / Year:
3 rd 2025-2026
39. Description Preparation Date:

10/9/2025					
40. Available Attendance Forms:					
Mandatory					
41. Number of Credit Hours (Total) / Number of Units (Total)					
2					
42. Course administrator's name (mention all, if more than one name)					
Name: Prof. Samia Mohamed + Asst. Prof. Ashwaq Abd Al-mahdi + Asst. Inst. Fatimah Jamal Email: basiceng92@uodiyala.edu.iq					
43. Course Objectives					
Course Objectives		44. Understand theories of language learning. 45. Plan effective skill-based lessons. 46. Apply the eclectic approach in teaching. 47. Employ appropriate assessment methods. 48. Define the roles of teacher and learner effectively.			
49. Teaching and Learning Strategies					
Strategy		50. Warm-Up & Modeling 51. Guided Practice 52. Pair & Group Interaction 53. Communicative Task 54. Feedback & Reflection			
55. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Introduction to English Language Learning	Unit 1	Interactive work & group discussion	feedback
2	3	Factors affecting language learning	Unit 1	Interactive work & group discussion	feedback
3	3	Psychological and Linguistic Principles of Language Learning	Unit 2	Interactive work & group discussion	feedback
4	3	Reading Skill – Definition	Unit 2	Interactive work & group discussion	feedback
5	3	Reading Skill – Models	Unit 3	Interactive work & group discussion	feedback
6	3	Reading Skill – Types	Unit 3	Interactive work & group discussion	feedback
7	3	First month exam			
8	3	Reading Skill – Stages Teaching	Unit 3	Interactive work & group discussion	feedback

9	3	Writing Skill – Definition	Unit 3	Interactive work & s group discussio	feedback
10	3	Writing Skill – Models	Unit 4	Interactive work & s group discussio	feedback
11	3	Writing Skill – Types	Unit 4	Interactive work & s group discussio	feedback
12	3	Writing Skill – Stages Teaching	Unit 5	Interactive work & s group discussio	feedback
13	3	The Eclectic Approach	Unit5	Interactive work & s group discussio	feedback
14	3	Second month exam			
56. Course Evaluation					
<p>The total course grade is set at (100) marks and is distributed as follows:</p> <p>57. (40 marks) for continuous assessment, which includes monthly examinations as well as evaluation of attendance and active class participation, reflecting the student’s commitment and ongoing engagement with course requirements.</p> <p>58. (60 marks) for the compulsory centralized semester examination, which serves as the primary measure of the student’s overall academic achievement according to unified academic standards.</p> <p>This assessment scheme ensures a balanced evaluation system that combines continuous assessment with performance in the centralized final examination, thereby providing a comprehensive and objective measure of student achievement.</p>					
59. Learning and Teaching Resources					
Required textbooks (curricular books, if any)		<p>60. Brown, H. D. (2001). Teaching by principles: An interactive approach to language pedagogy (2nd ed). Longman</p> <p>Nunan, D. (2003) Practical English Language teach McGraw-Hill.</p>			
Main references (sources)		<p>61. Brown, H. D. (2001). Teaching by principles: An interactive approach to language pedagogy (2nd ed). Longman</p> <p>Nunan, D. (2003) Practical English Language teach McGraw-Hill.</p>			
Recommended books and references (scientific journals, reports...)		Arabic world English journal			
Electronic References, Websites		British Council Teaching English/ on YouTube			

Course description template

Translation	-١ Syllabus Name
EB02T312	-٢ Syllabus Code
2nd course / 2025-2026	-٣ Course/Year
10/9/2025	-٤ Date of Preparing this document
Mandatory	-٥ Form of Attendance
) ٤٥ (١٥ *٣	-٦ Total Number of studying hours
Assist. Professor . Ibtihal Ahmed Sallal	-٧ Name of the Instructor
basiceng19@uodiyala.edu.iq	
<p>٨. Course Objectives</p> <p>By the end of the semester, the student will have:</p> <ol style="list-style-type: none"> 1. A basic understanding of some theoretical concepts of translation. 2. A basic understanding of translation as an independent discipline. 3. The ability to produce effective and accurate translations from English to Arabic and vice versa of various texts.. <p>9- Teaching and Learning Strategy:</p> <p>-1 Monthly exams + daily quizzes and participation</p> <p>-2 Classroom discussions.</p>	

10. Syllabus Components

Week	Hours, Required	Learning Outcomes	Topic Name	, Unit/ Teaching Method	Assessment Method
1 st	٣	The concept of translation	Definition of translation linguistically and technically	Discussion and classroom interaction	Oral and written testing

2 nd	3	The importance of understanding each type of translation and how to use it	Explanation of the types of translation and their objectives.	Questioning and brainstorming	Oral questions
3 rd	٣	Translation as a process and a product	Translation: Activity and outcome of the concept of translation steps and outputs.	Interactive groups	Correction of randomly selected written answers from each group
4 th	٣	The concept of literal and free translation	Literal and free translation and the mechanism for adopting them:	Questioning and brainstorming	Oral questions
5 th امتحان الشهر الاول					
6 th	3	Criteria for evaluating a good translator	Qualities of a good translator	Discussion and classroom interaction	Oral and written testing
7 th	٣	General standards for good translation	Principles of good translation	Questioning and brainstorming	Oral questions
8 th	٣	Translating literary texts	Practical application of literal and free translation:	Discussion and classroom interaction	Oral and written testing
9 th	٣	Translating news in newspapers and magazines	Practical application of literal and free translation:	Questioning and brainstorming	Oral questions
10 th	٣	Translating scientific texts	Practical application of literal and free translation: texts	Discussion and classroom interaction	Oral and written testing
11 th	٣	Translating academic texts	Practical application of literal and free translation:	Questioning and brainstorming	Oral questions
12 th	٣	Translating religious texts	Practical application of literal and free translation:	Interactive groups	Correction of randomly selected written answers from each group
13 th	٣	Translating legal texts	Practical application of literal and free translation:	Questioning and brainstorming	Oral questions
14 th	٣	Translating terms and proverbs	Practical application of literal and free translation:	Interactive groups	Correction of randomly selected written answers from each group
15 th week 2 nd Monthly Exam					

11- Assessment Methods	
1. Monthly exams + daily quizzes and participation	
2. Classroom discussions	
12 .Learning and teaching resources	
1. Translation Manual, Level1, by M.M. Enani 2. Principles of Translation by Youel Aziz	Required textbooks
Translation with Reference to English and Arabic: Apractical Guide by Fraghal and Shunnag	Main Books and References
Advanced English–Arabic Translation Advanced English–Arabic Translation A Practical Guide El Mustapha Lahlali and Wafa Abu Hatab, 2022	Recommended references and Journals
NaTakallam - High-quality language services and courses PDFSimpli https://pdfsimpli.com › pdf-translator › simple-tool	Electronic references, websites

Course Description Form

Course Name	Philosophy
Course Code	EB02STM413
Semester / Year	First Semester
Date of Preparation	10/9/2025
Attendance Mode	Mandatory Attendance
Study Hours / Units	30 Hours / 2 Units
Course Coordinator	Asst. Lect. Rasha Shakir Mahmoud

2. Course Objectives

Course Objectives

1. Introduce students to the basic concepts of philosophy, its history, and its importance in understanding the world and humanity.
2. Develop critical thinking, analysis, and reasoning skills.
3. Present some major philosophical problems and attempt to address them.

3. Teaching, Learning & Assessment Strategies

Teaching & Learning Methods	Assessment Methods
<ul style="list-style-type: none"> • Lecture method accompanied by discussion and interrogation • Brainstorming • Cooperative learning • Assigning students reports via library visits or internet sources • Encouraging students to carry out diverse in-class and extracurricular activities 	<ul style="list-style-type: none"> • Oral questions and student participation • Daily tests • Monthly written exams • Class participation

4. Course Structure

Week	Hours	Learning Outcomes	Topic / Unit	Teaching Method	Assessment
1	2	Define philosophy; determine its fields; show relation between language and philosophy	Nature of Philosophy and its Fields – Relation of Language to Philosophy	Dialogue & discussion	Oral questions & participation
2	2	Focus on philosophy as a rational inquiry based on arguments; include myths, religious traditions, and wisdom heritage	History of Philosophical Thought (Ancient Ages – Middle Ages)	Brainstorming	Questions and student answers
3	2	Define Islamic philosophy; determine principles of Islamic education	Origin of Islamic Philosophy; Concept of Education in Islam	Cooperative learning	Oral questions & participation
4	2	Define reason; understand thought in Islam	Concept of Reason and Thought in Islam	Discussion & interrogation	Oral questions + daily written test
5	2	Know Al-Kindi; list his works; know Al-Farabi; distinguish	Positions of Muslim Scholars on Philosophy: Al-Kindi School;	Lecture method	Oral questions & participation

		between their schools	Al-Farabi School		
6	2	Know Al-Ghazali; explain his life story; know Ibn Sina	Positions of Muslim Scholars: Al-Ghazali School; Ibn Sina School	Cooperative learning	Oral questions & participation
7	2	First periodic exam – review and discussion of errors	—	—	—
8	2	Define modern philosophy; list its factors; distinguish between modern and ancient philosophy	Modern Philosophy (Factors of Origin)	Brainstorming	Questions and student answers
9	2	List characteristics of modern philosophy; determine its principles	Characteristics and Principles of Modern Philosophy	Lecture method	Oral questions & participation
10	2	Know Hegel; list his works; know Kant and his philosophy	Figures of Philosophical Thought: Hegel; Kant	Cooperative learning	Oral questions & participation
11	2	Know Sartre; list his works and literary achievements	Figures of Philosophical Thought: Sartre; Muhammad Arkoun	Brainstorming	Oral questions & participation
12	2	Know Abdullah Al-Aroui; list his works	Figures of Philosophical Thought: Abdullah Al-Aroui	Cooperative learning	Oral questions + daily written test
13	2	Understand contemporary challenges; philosophy as part of humanities questioning all	Humanistic Philosophy: History; Sociology; Psychology	Lecture method	Oral questions & participation

		aspects of human life			
14	2	Report discussion session	—	—	—
15	—	Second periodic exam – review and discussion of errors	—	—	—

5. Assessment Breakdown

Course Assessment

1. Continuous Assessment (40 marks): (a) 10 marks – daily tests (oral and written); (b) 10 marks – class and extracurricular activities; (c) 20 marks – monthly written exams.
2. Final Semester Exam: 60 marks.

6. Learning Resources

Learning Resources

Required Textbooks	/
Main References / Sources	Nasir, Ibrahim (2001). Educational Philosophies. Dar Wa'il, Amman, Jordan. Al-Shami, Jamal (2023). Foundations of Philosophy.
Recommended Books & Journals	Journal of Arab Human Sciences; Scientific Journal of Educational Sciences and Mental Health; Journal of Educational Sciences, Ain Shams University; Majallat Al-Fath, University of Diyala
Electronic References & Websites	E-learning platforms; official websites of Iraqi universities

Course Description Form

1. General Information

Course Name	Professional Ethics
Course Code	PROFO7
Semester / Year	First Semester 2025–2026
Date of Preparation	10/9/2025
Attendance Mode	Mandatory Attendance
Study Hours / Units	30 Hours / 2 Units
Course Coordinator	Asst. Lect. Shahlaa Saadi Abd basica40te@uodiyala.edu.iq

2. Course Objectives

Course Objectives

1. Know the concept of teaching profession ethics.
2. Distinguish between ethics (akhlaq) and character (khuluq).
3. Understand the importance of ethics and ways of acquiring them.
4. Understand professional ethics in the university and society.
5. Understand professional ethics in the academic community.
6. Identify the basic concepts of professional ethics.
7. Understand the processes of forming ethics.
8. Know ethics in assessment and examinations.

3. Teaching, Learning & Assessment Strategies

Teaching & Learning Methods

- Cooperative learning strategy based on dividing students into small heterogeneous groups (4–6 members)
- Discussion based on identifying basic concepts then beginning instruction
- Professor acts as guide and advisor to groups

Assessment Methods

- First periodic exam at week 7
- Second periodic exam at week 15
- Daily written tests
- Class participation

4. Course Structure

Week	Hours	Learning Outcomes	Topic / Unit	Teaching Method	Assessment
1	2	—	Meeting students and introducing course content	—	—
2	2	Know the meaning of akhlaq and khuluq; distinguish between them; show the status of ethics in Islam	Linguistic and terminological definition of ethics	Lecture	Participation in preparation
3	2	Explain the importance of ethics; clarify the origin and development of ethics science; show the role of ethics in regulating	Importance of Ethics; Origin and Development	Discussion	Participation in preparation

		social behavior			
4	2	Identify the basic pillars of character; explain stages of forming ethics; distinguish pillars of good character	Processes of forming ethics; Pillars of good character	Interrogation	Daily written test
5	2	Explain basic ways of acquiring ethics; clarify role of family upbringing in forming ethics; show importance of education in acquiring good ethics	Ways of Acquiring Good Ethics	Micro-teaching	Participation in preparation
6	2	Identify ways of learning ethics through socialization; identify role of social and educational institutions in moral education	Ways of teaching ethics through social upbringing; Role of social institutions in moral education	Discussion	Participation in preparation
7	2	First periodic exam – review and discussion of errors	—	—	—
8	2	Identify major theories of moral acquisition: behaviorist theory, psychoanalytic theory, cognitive theory	Theories of Acquiring Ethics	Discussion	Participation in preparation
9	2	Identify main moral principles and standards in academic assessment and examinations	Ethics in Assessment and Examinations	Cooperative learning	Participation in preparation
10	2	Understand professional ethics toward society; understand	Professional Ethics in University and Society	Discussion	Participation in preparation

		challenges in applying university professional ethics			
11	2	Identify key concepts of professional ethics: integrity, justice, responsibility, respect, transparency	Basic Concepts of Professional Ethics	Micro-teaching	Participation in preparation
12	2	Know the teacher's duties in promoting education: teaching duties, ethical/professional duties, educational duties, administrative duties	Teacher's Professional Duties	Discussion	Daily written test
13	2	Identify main reasons for caring about professional ethics: building trust, reputation, productivity, avoiding legal issues, positive environment	Why We Should Care About Professional Ethics	Discussion	Participation in preparation
14	2	Know main sources of professional ethics: laws and legislation, cultural values, religious teachings, philosophy and personal experience	Sources of Professional Ethics	Lecture	Participation in preparation
15	2	Second periodic exam – review and discussion of errors	—	—	—

5. Assessment Breakdown

Course Assessment

1. Two periodic exams (week 7 and week 15)

2. Daily written tests
3. Class participation

6. Learning Resources

Learning Resources	
Required Textbooks	None
Main References / Sources	Professional Work Ethics, Badawi Muhammad Zaki, Cairo, 2010. Professional Ethics, Al-Hussein Muhammad, 2012.
Recommended Books & Journals	Majallat Al-Fath; Majallat Al-Ustadh
Electronic References & Websites	Al-Maktaba Al-Shamila

Course Description Form

Course Name	Administration and Supervision
Course Code	—
Semester / Year	Seventh / Fourth Year
Date of Preparation	10/9/2025
Attendance Mode	Mandatory
Study Hours / Units	2 × 15 = 30 Hours
Course Coordinator	—

2. Course Objectives

Course Objectives

1. Empower students in classroom management.
2. Enable students to use teaching aids.
3. Familiarize students with and enable them to formulate behavioral objectives.
4. Give students an overview of lesson delivery steps.

3. Teaching, Learning & Assessment Strategies

Teaching & Learning Methods	Assessment Methods
<ul style="list-style-type: none"> • Discussion and interrogation • Lectures • Informing students of curriculum contents and information sources at semester start 	<ul style="list-style-type: none"> • Two semester exams: first after week 5, second after week 11 (40% of total grade) • End-of-semester exam (60% of total grade) • Daily participation and attendance

- | | |
|--|-----------------------|
| <ul style="list-style-type: none"> • Preparing lectures following the course sequence • Requesting students to submit topic papers | considered throughout |
|--|-----------------------|

4. Course Structure

Week	Hours	Learning Outcomes	Topic / Unit	Teaching Method	Assessment
1	2	Historical overview of administration and supervision	Historical Overview of Administration & Supervision	Discussion & interrogation	Formative assessment
2	2	Approaches to administration	Approaches to Administration	Discussion & interrogation	Formative assessment
3	2	Theories of administration	Theories of Administration	Discussion & interrogation	Formative assessment
4	2	Patterns of administration	Patterns of Administration	Discussion & interrogation	Formative assessment
5	2	Patterns of classroom management	Patterns of Classroom Management	Discussion & interrogation	Formative assessment
6	2	First month exam	Questions from prescribed material	—	Formative assessment
7	2	Patterns of leadership	Patterns of Leadership	Discussion & interrogation	Formative assessment
8	2	School administration	School Administration	Discussion & interrogation	Formative assessment
9	2	The school system	The School System	Discussion & interrogation	Formative assessment
10	—	Historical overview of educational supervision	Historical Overview of Educational Supervision	Discussion & interrogation	Formative assessment
11	2	Educational supervision in the past	Traditional Educational Supervision	Discussion & interrogation	Formative assessment
12	2	Modern educational supervision	Modern Educational Supervision	Discussion & interrogation	Formative assessment
13	2	Types of achievement tests	Types of Achievement Tests	Discussion & interrogation	Formative assessment

14	2	Second month exam	Questions from prescribed material	—	Formative assessment
15	2	Material review	Course Review	Discussion & interrogation	Formative assessment

5. Assessment Breakdown

Course Assessment

1. Two periodic exams (first after week 5, second after week 11): 40% of total score. Mental levels considered: recall, application, exploration.
2. End-of-semester exam: 60% of total score, covering entire course content.

6. Learning Resources

Learning Resources

Required Textbooks	None
Main References / Sources	Curriculum textbooks on Administration and Supervision
Recommended Books & Journals	Periodicals and sources related to the course
Electronic References & Websites	Periodicals and sources related to the course

Course description: Observation (Practicum)

1. General Information

1. **Course Name:** (Practicum)
2. **Course Code:** EB02PEO418
3. **Semester / Year:** First Semester / Fourth Stage
4. **Preparation Date:** September 10, 2025
5. **Attendance Formats:** Traditional lectures and Blended Learning
6. **Total Credit Hours:** 60 hours per semester / 4 hours per week
7. **Course Instructors:** Prof. Samiya Mohammed Razooqi, Prof. Nizar Hussein Wali, Asst. Lect. Ahmed Riyadh, Asst. Lect. Fatima Jamal

2. Course Objectives

The general objective is to prepare and qualify student teachers through the observation and analysis of real-world educational environments.

A. Cognitive Objectives:

1. List the elements of effective lesson planning.
2. Distinguish between different classroom management techniques.
3. Analyze the components of the classroom environment and their impact on learning.
4. Explain teaching strategies used by teachers in the classroom.

B. Skill-based Objectives:

1. Record accurate and organized notes regarding teacher performance.

2. Apply educational reflection skills to analyze classroom situations.
3. Participate in educational discussions about observed teaching methods.
4. Prepare field reports reflecting an understanding of classroom observations.

C. Affective and Value Objectives:

1. Show respect and appreciation for the teacher's role.
2. Demonstrate enthusiasm for learning through positive interaction during observation.
3. Appreciate the importance of diverse teaching strategies to meet individual differences.

3. Teaching and Learning Strategies

1. Problem-Solving Method
2. Brainstorming
3. Simulation Method
4. In-class Presentations
5. Discussion Circles

4. Course Structure (Weekly Syllabus)

Week	Hours	Required Learning Outcomes	Topic / Unit Name	Teaching Method	Evaluation Method
1	4	Theoretical Material	Definition of Practicum Observation and key terms	Traditional Lecture + Discussion	Class Discussion
2	4	Theoretical Material	Learner responsibilities (before/during/after) and Classroom Management	Traditional Lecture + Discussion	Class Discussion
3	4	Theoretical Exam		Theoretical Exam	Examination
4	4	Practical Observation	School Visit: Attending an actual lesson	Field Presence	Observation
5	4	Practical Application	In-class simulation performed by the professor	Simulation	
6	4	Practical Observation	School Visit: Attending an actual lesson	Field Presence	Observation
7	4	Practical	Viewing model	Electronic	Online

Week	Hours	Required Learning Outcomes	Topic / Unit Name	Teaching Method	Evaluation Method
		Observation	lessons from Iraqi schools	Lecture	Discussion Groups
8	4	Practical Observation	School Visit: Attending an actual lesson	Field Presence	Observation
9	4	Practical Observation	School Visit: Attending an actual lesson	Field Presence	Observation
10	4	Practical Observation	Viewing model lessons from Arab and foreign schools	Electronic Lecture	Online Discussion Groups
11	4	Practical Observation	School Visit: Attending an actual lesson	Field Presence	Observation
12	4	Practical Observation	Student prepares a 10-minute presentation of a lesson	In-class Training	Class Discussion
13	4	Practical Observation	Student prepares a 10-minute presentation of a lesson	In-class Training	Class Discussion
14	4	Practical Observation	School Visit: Attending an actual lesson	Field Presence	Observation
15	4	Evaluation	Discussion and evaluation of students' term reports	Discussion	Evaluation

5. Evaluation Methods and Learning Resources

Evaluation Methods:

1. Monthly exams and daily quizzes
2. Class discussions
3. Evaluation of student reports and research
4. Evaluation of student presentations and discussion circles

Learning Resources:

1. **Main Reference:**
2. Shaimaa Al-Bakri & Khansaa Hassan Hussein (2014), *Undergraduate Practicum Course*, University of Baghdad.
3. **Recommended Books:**
4. Nunan, D. (2015). *Teaching English to Speakers of Other Languages: An Introduction*.
5. Lightbown, P. M., & Spada, N. (2013). *How Languages are Learned*.
6. **Electronic Resources:** YouTube and various educational platforms.

Course description template

Transformational Grammar	١. Course Name
EB02G411	2.Course Code
1st semister ٢٠٢٦-٢٠٢٥/	٣.Semester/Year
10/9/2025	4. Date of preparing this description
Mandatory	5- Available forms of attendance
(١٥ *٣) ٤٥	6- Number of study hours (total) / Number of units (total)
Assist Prof. Dr.Maysaa Ridha Jawad	7-Name of the course coordinator
Basiceng24te@uodiyala.edu.iq	
8. Course Objectives	
1.Students understand the transformational theory and some other grammatical schools. 2.They should have been able to apply the rules of transformational grammar on English Sentences.	
9- Teaching and learning strategy:	
١-Monthly exams + daily quizzes and participation ٢-Classroom discussions.	

١١. Assessment Methods

- Monthly exams + daily quizzes
- Participation and classroom discussions

١٢. Learning and teaching resources.

An Introductory Transformational Grammar by Bruce L. Liles 1971	Required textbooks
Transformational Grammar A First Course by Andrew Radford, 1988	Main references and sources
Transformational Grammar: Concepts and Applications by Scientia Educare, 2025	Recommended books and references (scientific journals, reports, etc.)
Understanding Transformational Grammar: Definition and Meaning - Grammar - BroadLearners	Electronic references, websites.

12. Syllabus Items

week	Hours	Required learning outcomes	Unit/Topic Name	Teaching Method	Evaluation method
1st	۳	Syntactic and Traditional Grammar	The Concept of Syntactic and Traditional Grammar	Classroom Discussion and Interaction;	Oral and Written Examination
2nd	۳	Transformational grammar: its origins, objectives, and concept	The concept of transformational grammar	Questioning and brainstorming	Oral questions.
3rd	۳	English sentence components and abbreviations according to transformational grammar questions and answers;	Understanding sentence parts from a transformational grammar perspective;; oral questions.	Questions and answers	Oral questions.
4th	۳	Auxiliary verbs and their placement in sentences, including their deep and surface structures group.	sentence analysis and diagramming using transformational grammar	Interactive groups	correction of randomly selected written answers from each group
5th	۳	1 st Monthly Exam			
6th	۳	Lexical features of English sentence components.	The concept of lexical features and their effect on the arrangement of English sentence components.	Questions and answers	Oral questions
7th	۳	Lexical features of English sentence components	The concept of lexical features and their effect on the arrangement of English sentence components	Interactive groups	Correction of randomly selected written answers from each group
8th	۳	Negative sentences and their deep and surface structure.	Understanding the deep and surface structure of	Questions and Answers	Oral Questions

9th	۳	Negative sentences and their deep and surface structure.	negative sentences Understanding the deep and surface structure of negative sentences	Interactive groups	Correction of randomly selected written answers from each group
10th	۳	Interrogative sentences and their deep and surface structure.	understanding the structure of deep and surface interrogative sentences	Questions and answers	Oral questions
11th	۳	Interrogative sentences and their deep and surface structure.	understanding the structure of deep and surface interrogative sentences	Interactive groups	Correction of randomly selected written answers from each group
12th	۳	The structure of deep and superficial passive sentences.	The concept of converting sentences from active to passive	Questions and answers	Oral questions
13th	۳	The structure of deep and superficial passive sentences.	The concept of converting sentences from active to passive	Interactive groups	Correction of randomly selected written answers from each group
14th	۳	Comprehensive review to enhance understanding of the curriculum;	Reviewing the syllabus Topics	Questions and answers	Oral questions
15th	۳	2 nd Monthly Exam			

Course Description Form

1.	Course Name: listening
2.	Course Code: CURSE4
3.	Semester / Year: : Fourth Grade, Second semester
4.	Description Preparation Date:10/9/2025
5.	Available Attendance Forms: mandatory
6.	Number of Credit Hours (Total) / Number of Units (Total) 45(hours), 3 units
7.	Course administrator's name (mention all, if more than one name) Name: Asst. Prof. Ibtihal Murad Hasan Email: ibtihal.morad@oudiyala.edu.iq
8.	Course Objectives
Course Objectives	Develop listening skills Understand daily & academic conversations Recognize stress & intonation

		Improve comprehension Identify main ideas & details			
9. Teaching and Learning Strategies					
Strategy	Discussion Group work Audio & video Practice Seminars Language lab				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Understand listening concept	Introduction to Listening	Discussion	Oral Test
2	2	Recognize English sounds	Phonemes	Practice	Oral Test
3	2	Understand vocabulary	Listening to words	Audio	Test
4	2	Understand sentences	Sentence structures	Discussion	Test
5	2	Understand conversations	Daily dialogues	Group Work	Test
6	2	Identify stress	Stress patterns	Practice	Test
7	2	Identify intonation	Intonation patterns	Practice	Test
8	2	Extract details	Listening for details	Audio	Test
9	2	Identify main ideas	General understanding	Discussion	Test
10	2	Focus listening	Specific information	Practice	Test
11	2	Academic listening	Short lectures	Video	Test
12	2	Note-taking	Listening & writing	Practice	Test
13	2	Recognize accents	English accents	Audio	Test
14	2	Critical listening	Analysis	Discussion	Test
15	2	Review	Revision	Discussion	Test
Course Evaluation					
Daily tests (oral and written) Monthly tests Classroom assignments and activities Reports and assignments Classroom participation					
7.					
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					
8. Learning and Teaching Resources					
Required textbooks (curricular books, if any)			HEADWAY LISTENING AND SPEAKING		
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites			1. Online English learning platforms 2. BBC Learning English 3. Audio and video materials		

Course description template

Translation	- \Syllabus Name
EB02T415	- \Syllabus Code
first course / 2025-2026	- \Course/Year
2025/09/10	- \Date of Preparing this document
Mandatory	- \Form of Attendance
Hour /2 units 45	- \Total Number of studying hours
Assist. Professor . Ibtihal Ahmed Sallal	- \Name of the Instructor
basiceng19@uodiyala.edu.iq	
<p>. ^Course Objectives</p> <p>. \To familiarize the student with the sources of translation studies</p> <p>. \To enable the student to learn how t o write translated texts</p> <p>. \To familiarize the student with the developments in the field o f translation</p> <p>. \To enable the student to understand the importance of translation studies and its relationship t o other subjects</p> <p>. \To develop the students ability to Implement and apply translation texts and how t o successfully solve problems encountered by students</p> <p>. \To enable the student to understand how to apply the principles of translation studies</p>	

9- Teaching and Learning Strategies

١. Lecture and Presentation

٢. Discussion and Dialogue Strategy

٣. Studying, Completing Homework, and Translating Texts Strategy

٤. Group Thinking and Discussion Strategy

٥. Developing the Ability to Analyze, Synthesize, and Conclude

10. Syllabus Components					
Week	Hours, Required	Learning Outcomes	Topic Name	, Unit/ Teaching Method	Assessment Method
1 st	۳	The student will be able to grasp the fundamentals of translation	introduction to translation	Group assignments	Oral and written testing
2 nd	3	The student will be able to differentiate between human and machine	Human and machine translation	Individual assignments	Oral questions
3 rd	۳	The students will learn about the different types of translation	Types of translation	Participation in class discussions	Correction of randomly selected written answers from each group
4 th	۳	The students learn about the roles and responsibilities of a translator	Roles and responsibilities of a translator	Discussion	Oral exam
First monthly text			5th		
6 th	3	The students will learn about the introduction religious translation	General introduction of religious translation	Multiple reading and translation of text	Oral and written testing
7 th	۳	The students will learn about the strengths and weakens of translation religious	Strength and challenges of translator	Discussion	Oral exam
8 th	۳	The student will learn how to translate short religious text	Short religious text	Self-reading and translation of the text	Oral and written testing
9 th	۳	The student will learn how to translate long religious text	Long religious text	Peer review of text	Oral exam
10 th	۳	The student will learn introduction of medical translation	General introduction of medical translation	Multiple reading of the text	Oral and written exam
11 th	۳	The student will learn how to translate short and long medical text	Short and long medical text	Self- reading translation and peer review of the text	Oral questions
12 th	۳	The student will learn introduction of financial translation	General introduction of financial translation	Multiple readings and translation of the	Correction of randomly selected

				text	written answers from each group
13 th	٣	The student will learn how to translate short financial texts	Short financial texts	Self- reading and translation the text	Oral exam
14 th	٣	The student will learn how to translation long financial text	Long financial text	Self-reading and translation text	Correction of randomly selected written answers from each group
15 th week		2 nd Monthly Exam			

Course Assessment:

Grade distribution out of (100) based on student assignments:

End-of-semester written exam

Daily preparation, daily and monthly quizzes, report writing, and class discussions

Daily preparation, daily and monthly quizzes, report writing, and class discussions

60

20

20

-Monthly quizzes + daily quizzes and participation

2 - Class discussions

12 .Learning and teaching resources

Principles of Translation by Youel Aziz

Required textbooks

Translation with Reference to English and Arabic:
Apractical Guide by Fraghel and Shunnag

Main Books and References

Advanced English–Arabic Translation Advanced
English–Arabic Translation A Practical Guide El
Mustapha Lahlali and Wafa Abu Hatab, 2022

Recommended references and Journals

Electronic references, websites

Course Description Form

4. Course Name:					
Practicum					
5. Course Code:					
EB02PEP421					
6. Semester / Year:					
2 nd 2025-2026					
7. Description Preparation Date:					
10/9/ 2025					
8. Available Attendance Forms:					
Mandatory					
9. Number of Credit Hours (Total) / Number of Units (Total)					
56 hours / 12 credit					
10. Course administrator's name (mention all, if more than one name)					
All the academic staff					
11. Course Objectives					
Course Objectives		12. Sets appropriate learning objectives for the lesson. 13. Designs instruction effectively. 14. Assesses students' performance. 15. Creates a friendly and respectful classroom environment. 16. Manages classroom procedures effectively. 17. Manages students' behavior effectively. 18. Communicates clearly and accurately with students. 19. Uses questioning and discussion techniques in teaching. 20. Provides feedback to students. 21. Shows flexibility and responsiveness to students. 22. Develops and improves professionally. 23. Respects the teaching profession and holds positive attitudes toward it.			
24. Teaching and Learning Strategies					
Strategy		25. <input type="checkbox"/> Active learning strategy 26. <input type="checkbox"/> Lecture method 27. <input type="checkbox"/> Demonstration method 28. <input type="checkbox"/> Discussion method			
29. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Week 1	3	Registration procedure and school placement	Writes course vocabulary. Records rules and agreements with instructor.	Traditional (Lecture based)	Continuous observation
Week 2	3	Teaching practice stages and responsibilities	Lists teaching practice stages. Mentions student teacher responsibilities. Mentions supervisor duties. Explains cooperating teacher's	Lecture	Oral questions

			duties and rights.		
Week 3	3	Educational objectives competency	Differentiates between general and behavioral objectives. Formulates behavioral objective Applies microteaching (5 students)	Active learning	Observation
Week 4	3	Planning competency	Lists types of plans. Identifies plan components. Designs yearly and daily plans. Applies microteaching (3 students)	Active learning	Written test + Observation
Week 5	3	Self-evaluation and reflective practices	Defines self-evaluation. Practices reflection. Applies microteaching (5 students)	Lecture & Active learning	Observation
Week 6	3	Classroom observation	Observes real lessons. Evaluates observed lessons.	Field visit & Discussion	Observation + Oral questions
Weeks 7–13	3/week	Practical teaching application			
Week 1	3	Registration procedure and school placement	Writes course vocabulary. Records rules and agreements with instructor. Receives placement letter and school reservation procedures. Provides non-objection letter.	Traditional (Lecture-based)	Continuous observation
Week 2	3	Teaching practice stages and responsibilities	Lists teaching practice stages. Mentions student teacher responsibilities. Mentions supervisor duties. Explains cooperating teacher's duties and rights.	Lecture	Oral questions
Week 3	3	Educational objectives competency	Differentiates between general and behavioral objectives. Formulates behavioral objective Applies microteaching (5 students)	Active learning	Observation
Week 4	3	Planning competency	Lists types of plans. Identifies plan components. Designs yearly and daily plans. Applies microteaching (3 students)	Active learning	Written test + Observation
Week 5	3	Self-evaluation and reflective practices	Defines self-evaluation. Practices reflection. Applies microteaching (3 students).	Lecture + Active learning	Observation
Week 6	3	Classroom observation	Observes real lessons. Evaluates observed lessons.	Field visit + Discussion	Observation + Oral questions
14	3	Second month exam			
30. Course Evaluation					
The total course grade is (100) marks , distributed as follows:					
1. (20) marks for the school:					
1. 10 marks assigned by the school principal					
2. 10 marks assigned by the subject teacher					
2. (80) marks for the teaching practice supervisor:					

<ol style="list-style-type: none"> 1. 40 marks assigned by the educational supervisor 2. 40 marks assigned by the academic supervisor 	
3. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Course Description Template

1. Course Name	Measurement and Evaluation
2. Course Code	MEATH503
3. Semester / Year	5th Semester / Third Year — 2025–2026
4. Date of Preparing this Description	24 / 2 / 2026
5. Available Forms of Attendance	Mandatory (In-person)
6. Total Study Hours / Total Units	30 Hours / 2 Units
7. Course Coordinator	Assist. Lect. Dr. Suhailah Jafar Abbas / Assist. Lect. Rasha Shakir Mahmoud Basica58te@uodiyala.edu.iq
8. Course Objectives	1. Introduce students to concepts and terminology related to measurement and evaluation in the educational process. 2. Enable students to keep up with developments in the field of educational measurement and evaluation. 3. Help students understand educational terminology and its applications, and the purposes of measurement and evaluation. 4. Familiarize students with methods and approaches used in educational measurement and evaluation, such as achievement tests.
9. Teaching and Learning Strategies	Discussion and interrogation method. Lecture with interrogation. Assigned reports via library visits or internet sources. Analytical and inferential questions assigned as homework. Encouraging students to carry out diverse in-class and out-of-class activities.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Teaching Method	Assessment Method
1	2	Understand the concept, role, and purposes of measurement and evaluation in education	Measurement & Evaluation in the Educational Process: concept, purposes, domains	Lecture with interrogation	Oral questions and participation
2	2	Distinguish between	Differences between	Discussion and	Oral questions,

		measurement and evaluation; identify types of evaluation	measurement and evaluation; types (pre, diagnostic, formative, summative)	interrogation	daily written test
3	2	Understand achievement tests, their types and purposes	Achievement tests: types (written, oral, objective, essay), purposes, result interpretation	Lecture with interrogation	Oral questions, daily oral test
4	2	Know steps for preparing achievement tests and types of educational objectives	Steps for preparing achievement tests; educational objectives and their levels; behavioural formulation	Lecture with interrogation	Oral questions and participation
5	2	Analyse educational content and prepare specification tables	Content analysis; preparing specification tables; determining item types for tests	Lecture with interrogation	Oral questions and participation
6	2	Understand objective tests and their types	Objective tests: true/false, multiple choice, matching, completion	Lecture with interrogation	Oral questions, daily written test
7	1st Monthly Written Exam				
8	2	Understand item arrangement and test instructions preparation	Item arrangement; preparing test instructions; final formatting; pilot sample application	Discussion and interrogation	Oral questions and participation

9	2	Understand test validity, reliability, and statistical item analysis	Test validation; statistical analysis of items; validity and reliability	Lecture with interrogation	Oral questions, daily written test
10	2	Understand essay tests and their characteristics	Essay tests: characteristics, areas of use, types, writing principles, scoring	Discussion and interrogation	Oral questions and participation
11	2	Understand performance tests and their preparation	Performance tests: areas of use, preparation, scoring, practical applications	Lecture with interrogation	Oral questions, daily oral test
12	2nd Monthly Written Exam				
13	2	Understand oral tests and their scoring	Oral tests: characteristics, areas of use, advantages, disadvantages, scoring methods	Lecture with interrogation	Oral questions, daily oral test
14	2	Understand scores and their interpretation	Scores and their uses; raw score and derived score; standard scores, percentiles; score interpretation	Discussion and interrogation	Oral questions and participation
15	3rd Monthly Written Exam				
11. Assessment Methods		Score distribution out of 100: (a) Daily exams — oral and written: 10 marks; (b) Classroom participation and activities: 10 marks; (c) Monthly written exams: 20 marks; (d) End-of-semester exam: 60 marks.			
12. Required Textbooks		A Contemporary Vision of Measurement and Evaluation Principles — Prof. Dr. Mohammed Abd Al-Wahhab et al., 2024			
Main References		1. Measurement and Evaluation in the Educational Process —			

<p>Recommended References</p>	<p>Dr. Ihsan Alawi Al-Dulaimi, Dr. Adnan Mahmoud Al-Mahdawi, 2005. 2. Measurement and Evaluation in the Teaching Process — Dr. Raheem Yunis Kru Al-Azzawi, 2008. 3. Educational Measurement and Evaluation — Dr. Shaima Subhi Abu Sha'ban, Dr. As'ad Hussein Atwan, 2019.</p>
	<p>Journal of Arab Human Sciences; Scientific Journal of Educational Sciences and Mental Health; Journal of Educational Sciences (Ain Shams University); Al-Fatih Journal (University of Diyala)</p>
<p>Electronic References</p>	<p>E-learning platforms; Websites of Iraqi universities</p>

Course Description Template

1. Course Name	Linguistics
2. Course Code	EB02L311
3. Semester / Year	First Semester / Third Year — 2025–2026
4. Date of Preparing this Description	1 / 10 / 2025
5. Available Forms of Attendance	Mandatory
6. Total Study Hours / Total Units	30 Hours / 2 Units
7. Course Coordinator	Assist. Lect. Du'a Ali Hassan
8. Course Objectives	1. Introduce students to definitions of language and linguistics and its main branches. 2. Familiarise students with the basic premises of linguistics, important characteristics of language, and its relationship to animal communication. 3. Introduce students to ancient and modern linguistic schools and movements. 4. Introduce students to the relationship between general linguistics and its overlap with other sciences.
9. Teaching and Learning Strategies	Explanation and clarification of the syllabus. Question-and-answer strategy during lectures. Discussion strategy and self-directed learning.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Teaching Method	Assessment Method
1	2	Define language and linguistics	What is Linguistics?	Lecture and discussion	Feedback
2	2	Define language and linguistics	What is Linguistics?	Lecture and discussion	Feedback
3	2	Define language and modes of animal communication	Characteristics of Language	Lecture and discussion	Feedback
4	2	Define language and	Characteristics of Language	Lecture and	Feedback

		modes of animal communication		discussion	
5	1st Monthly Exam				
6	2	Understand linguistics historically	The Study of Language	Lecture and discussion	Feedback
7	2	Identify the use of branches of linguistics	The Use of Language	Lecture and discussion	Feedback
8	2	Identify the use of branches of linguistics	The Use of Language	Lecture and discussion	Feedback
9	2	Understand the relationship between language and society	Language and Society	Lecture and discussion	Feedback
10	2	Understand the relationship between language and society	Language and Society	Lecture and discussion	Feedback
11	2	Understand the relationship between language and the mind	Language and the Mind	Lecture and discussion	Feedback
12	2	Understand the relationship between language and the mind	Language and the Mind	Lecture and discussion	Feedback
13	2	Understand the relationship between language and style	Language and Style	Lecture and discussion	Feedback
14	2	Understand the relationship between language and style	Language and Style	Lecture and discussion	Feedback

15	2nd Monthly Exam
11. Assessment Methods	Monthly exams + daily quizzes + classroom discussions
12. Required Textbooks	Jean Aitchison (1999), Linguistics
Main References	Jean Aitchison (1999), Linguistics; David Crystal (2012), A Dictionary of Phonetics and Linguistics; George Yule, The Study of Linguistics.
Recommended References	Introducing Linguistics (2023) by Jonathan Culpeper and others.
Electronic References	

Course Description Template

1. Course Name	Linguistics
2. Course Code	EB02L321
3. Semester / Year	Second Semester / Third Year — 2025–2026
4. Date of Preparing this Description	1 / 10 / 2025
5. Available Forms of Attendance	Mandatory
6. Total Study Hours / Total Units	30 Hours / 2 Units
7. Course Coordinator	Assist. Lect. Du'a Ali Hassan
8. Course Objectives	1. Introduce students to the origin of language and the relationship between human and animal language. 2. Introduce students to the basic premises of the multiple branches of linguistics. 3. Introduce students to morphology, syntax, and the relationship between semantics and pragmatics. 4. Introduce students to discourse analysis and other linguistic fundamentals.
9. Teaching and Learning Strategies	Explanation and clarification of the syllabus. Question-and-answer strategy. Discussion and self-directed learning.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Teaching Method	Assessment Method
1	2	Understand the origin of language	Origin of Language	Lecture and discussion	Feedback
2	2	Understand the origin of language	Origin of Language	Lecture and discussion	Feedback
3	2	Clarify the relationship between human and animal language	Human and Animal Language	Lecture and discussion	Feedback
4	2	Clarify the relationship between human and animal language	Human and Animal Language	Lecture and discussion	Feedback
5	1st Monthly Exam				
6	2	Identify morphology	Morphology	Lecture and discussion	Feedback

7	2	Identify morphology	Morphology	Lecture and discussion	Feedback
8	2	Identify syntax	Syntax	Lecture and discussion	Feedback
9	2	Identify syntax	Syntax	Lecture and discussion	Feedback
10	2	Identify pragmatics	Pragmatics	Lecture and discussion	Feedback
11	2	Identify pragmatics	Pragmatics	Lecture and discussion	Feedback
12	2	Identify semantics	Semantics	Lecture and discussion	Feedback
13	2	Identify semantics	Semantics	Lecture and discussion	Feedback
14	2	Identify discourse analysis	Discourse Analysis	Lecture and discussion	Feedback
15	2nd Monthly Exam				
11. Assessment Methods		Monthly exams + daily quizzes + classroom discussions			
12. Required Textbooks		George Yule, <i>The Study of Language</i> (2006–2010)			
Main References		Jean Aitchison (1999), <i>Linguistics</i> ; David Crystal (2012), <i>A Dictionary of Phonetics and Linguistics</i> .			
Recommended References		Introducing Linguistics (2023) by Jonathan Culpeper and others.			
Electronic References					

Course Description Template

1. Course Name	Islamic Education / Islamic Civilization
2. Course Code	IE01IC122
3. Semester / Year	Second Semester / First Year — 2025–2026
4. Date of Preparing this Description	2025–2026
5. Available Forms of Attendance	Mandatory (In-person)
6. Total Study Hours / Total Units	30 Hours / 2 Units
7. Course Coordinator	Department of English Language — College of Basic Education, University of Diyala
8. Course Objectives	1. Introduce students to the fundamental principles and values of Islamic education. 2. Familiarise students with the key features of Islamic civilisation and its contributions to human knowledge. 3. Develop students' appreciation of moral and ethical values derived from Islamic teachings. 4. Enable students to relate Islamic civilisational concepts to contemporary educational and social contexts.
9. Teaching and Learning Strategies	Lecture and discussion. Brainstorming and critical thinking. Group activities and self-directed learning.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Teaching Method	Assessment Method
1	2	Understand the concept and importance of Islamic education	Introduction to Islamic Education	Lecture and discussion	Oral test
2	2	Identify the sources of Islamic education	Sources of Islamic Education: Qur'an and Sunnah	Lecture	Oral questions
3	2	Understand the principles of Islamic faith	Pillars of Faith in Islam	Discussion	Oral test

4	2	Understand the pillars of Islamic practice	Pillars of Islam	Lecture and discussion	Oral test
5 1st Monthly Exam					
6	2	Identify Islamic moral values	Islamic Ethics and Moral Conduct	Lecture	Oral questions
7	2	Understand the concept of Islamic civilisation	Introduction to Islamic Civilisation	Lecture and discussion	Oral test
8	2	Understand the historical development of Islamic civilisation	Historical Stages of Islamic Civilisation	Discussion	Oral test
9	2	Identify Islamic contributions to science and knowledge	Islamic Contributions to Knowledge and Sciences	Lecture	Oral questions
10	2	Understand the relationship between Islam and human rights	Islam and Human Rights	Discussion	Oral test
11	2	Identify Islamic perspectives on social justice	Islam and Social Justice	Lecture and discussion	Oral test
12	2	Understand the role of Islamic civilisation in the modern world	Islamic Civilisation and the Modern World	Lecture	Oral questions
13	2	Relate Islamic values to contemporary issues	Islam and Contemporary Challenges	Discussion	Oral test

14	2	Review and consolidation	Comprehensive Review	Discussion	Oral test
15	2nd Monthly Exam				
11. Assessment Methods		Monthly exams + daily quizzes + classroom participation and discussions			
12. Required Textbooks		Prescribed university textbook for Islamic Education / Islamic Civilisation — Ministry of Higher Education, Iraq			
Main References		Selected readings in Islamic civilisation and ethics approved by the department			
Electronic References		University e-learning platforms and digital Islamic educational resources			

Course Description Template

1. Course Name	Environmental and Health Education
2. Course Code	EH01EH122
3. Semester / Year	Second Semester / First Year — 2025–2026
4. Date of Preparing this Description	2025–2026
5. Available Forms of Attendance	Mandatory (In-person)
6. Total Study Hours / Total Units	30 Hours / 2 Units
7. Course Coordinator	Department of English Language — College of Basic Education, University of Diyala
8. Course Objectives	1. Raise students' awareness of environmental issues and the importance of environmental protection. 2. Familiarise students with basic principles of health education and personal hygiene. 3. Develop students' understanding of the relationship between environmental factors and human health. 4. Enable students to apply health and environmental concepts in everyday life and future teaching contexts.
9. Teaching and Learning Strategies	Lecture and discussion. Brainstorming. Group activities. Self-directed learning. Use of visual aids and real-life examples.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit/Topic Name	Teaching Method	Assessment Method
1	2	Understand the concept and scope of environmental education	Introduction to Environmental Education	Lecture and discussion	Oral test
2	2	Identify types of environmental problems	Environmental Problems and Their Causes	Lecture	Oral questions
3	2	Understand air and water pollution	Air and Water Pollution	Discussion	Oral test
4	2	Understand	Soil Pollution	Lecture and	Written

		soil pollution and its effects	and Land Degradation	discussion	test
5	1st Monthly Exam				
6	2	Understand biodiversity and its importance	Biodiversity and Conservation	Lecture	Oral questions
7	2	Identify the concept and goals of health education	Introduction to Health Education	Lecture and discussion	Oral test
8	2	Understand personal hygiene and its importance	Personal Hygiene and Healthy Habits	Discussion	Oral test
9	2	Identify common diseases and their prevention	Communicable Diseases and Prevention	Lecture	Written test
10	2	Understand nutrition and healthy eating	Nutrition and Balanced Diet	Lecture and discussion	Oral test
11	2	Understand mental health and well-being	Mental Health and Emotional Well-being	Discussion	Oral questions
12	2	Understand first aid basics	First Aid and Emergency Response	Lecture and demonstration	Written test
13	2	Understand environmental and health legislation	Environmental Laws and Health Regulations in Iraq	Lecture	Oral test
14	2	Review and consolidation	Comprehensive Review	Discussion	Oral and written test
15	2nd Monthly Exam				
11. Assessment Methods		Monthly exams + daily quizzes + classroom participation and discussions			
12. Required Textbooks		Prescribed university textbook for Environmental and Health Education — Ministry of Higher Education, Iraq			

Main References	Selected readings in environmental science and health education approved by the department
Electronic References	University e-learning platforms; WHO educational resources online

Course Description Template

1. Course Name	Arabic Language				
2. Course Code	AL01AL121				
3. Semester / Year	Second Semester / First Year — 2025–2026				
4. Date of Preparing this Description	2025–2026				
5. Available Forms of Attendance	Mandatory (In-person)				
6. Total Study Hours / Total Units	30 Hours / 2 Units				
7. Course Coordinator	Department of English Language — College of Basic Education, University of Diyala				
8. Course Objectives	1. Strengthen students' command of standard Arabic grammar and syntax. 2. Develop students' reading comprehension and analytical skills in Arabic texts. 3. Enhance students' written and oral expression skills in standard Arabic. 4. Familiarise students with selected Arabic literary and academic texts relevant to their field of study.				
9. Teaching and Learning Strategies	Lecture and discussion. Question-and-answer. Text analysis exercises. Group activities.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit/Topic Name	Teaching Method	Assessment Method
1	2	Review core Arabic grammar rules	Arabic Grammar: Review of Key Rules	Lecture and discussion	Oral test
2	2	Understand nominal sentence structure	Nominal Sentences in Arabic	Lecture	Written test
3	2	Understand verbal sentence structure	Verbal Sentences in Arabic	Discussion	Oral test
4	2	Identify types of nouns and their cases	Noun Types and Grammatical Cases	Lecture and discussion	Written test
5	1st Monthly Exam				

6	2	Understand verb conjugation patterns	Verb Conjugation and Tenses	Lecture	Oral questions
7	2	Identify adverbs of time and place	Adverbs of Time and Place	Lecture and discussion	Oral test
8	2	Understand relative clauses	Relative Clauses in Arabic	Discussion	Written test
9	2	Develop reading comprehension skills	Reading Comprehension: Academic Texts	Lecture and discussion	Oral test
10	2	Develop writing skills	Academic Writing in Arabic	Lecture	Written test
11	2	Understand punctuation and writing conventions	Punctuation and Arabic Writing Conventions	Discussion	Oral test
12	2	Analyse selected Arabic texts	Text Analysis: Literary and Academic Passages	Lecture and discussion	Oral test
13	2	Develop oral presentation skills	Oral Expression and Presentation	Group activities	Oral assessment
14	2	Review and consolidation	Comprehensive Review	Discussion	Oral and written test
15	2nd Monthly Exam				
11. Assessment Methods		Monthly exams + daily quizzes + classroom participation and discussions			
12. Required Textbooks		Prescribed university textbook for Arabic Language — Ministry of Higher Education, Iraq			
Main References		Arabic grammar and rhetoric references approved by the department			
Electronic References		University e-learning platforms; Arabic language educational websites			

Course Description Template

1. Course Name	Arabic Language				
2. Course Code	AL02AL211				
3. Semester / Year	First Semester / Second Year — 2025–2026				
4. Date of Preparing this Description	2025–2026				
5. Available Forms of Attendance	Mandatory (In-person)				
6. Total Study Hours / Total Units	30 Hours / 2 Units				
7. Course Coordinator	Department of English Language — College of Basic Education, University of Diyala				
8. Course Objectives	1. Consolidate students' knowledge of advanced Arabic grammar and morphology. 2. Develop students' ability to analyse complex Arabic sentence structures. 3. Enhance students' academic writing and critical reading skills in standard Arabic. 4. Enable students to apply Arabic language knowledge in educational and professional contexts.				
9. Teaching and Learning Strategies	Lecture and discussion. Text analysis. Question-and-answer. Assigned writing tasks.				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit/Topic Name	Teaching Method	Assessment Method
1	2	Review advanced grammatical structures	Advanced Arabic Grammar: Review	Lecture and discussion	Oral test
2	2	Understand Arabic morphological patterns	Arabic Morphology: Word Formation	Lecture	Written test
3	2	Identify derived nouns and their types	Derived Nouns in Arabic	Discussion	Oral test
4	2	Understand conditional sentences	Conditional Sentences in Arabic	Lecture and discussion	Written test
5	1st Monthly Exam				

6	2	Understand passive voice in Arabic	Passive Voice Structures	Lecture	Oral questions
7	2	Identify dual and plural patterns	Dual and Plural Formation	Lecture and discussion	Oral test
8	2	Understand broken plural patterns	Broken Plural Patterns in Arabic	Discussion	Written test
9	2	Develop critical reading comprehension	Critical Reading: Advanced Texts	Lecture and discussion	Oral test
10	2	Develop academic writing skills	Academic Paragraph and Essay Writing	Lecture	Written test
11	2	Understand figures of speech in Arabic	Arabic Rhetoric: Simile, Metaphor, and Other Devices	Discussion	Oral test
12	2	Analyse selected academic Arabic texts	Text Analysis: Academic Passages	Lecture and discussion	Oral test
13	2	Apply language skills in written exercises	Applied Writing Exercises	Individual and group tasks	Written assessment
14	2	Review and consolidation	Comprehensive Review	Discussion	Oral and written test
15	2nd Monthly Exam				
11. Assessment Methods		Monthly exams + daily quizzes + classroom participation and discussions			
12. Required Textbooks		Prescribed university textbook for Arabic Language — Ministry of Higher Education, Iraq			
Main References		Arabic grammar and morphology references approved by the department			
Electronic References		University e-learning platforms; Arabic language educational websites			