



Ministry of Higher Education and Scientific Research
Department of Supervision and Scientific Evaluation
University: Diyala University
College/Institute: College of Basic Education
Scientific Department: History

Program Description Guide Academic and Course Description

2025

2026

Ministry of Higher Education and Scientific Research
Department of Supervision and Scientific Evaluation

Quality Assurance and Academic Accreditation Division

University: Diyala University
College/Institute: College of Basic Education
Scientific Department: History Department
Date of File Completion: ٢٨ / ٤ / ٢٠٢٦

Signature:

Signature:

Head of Department: Prof. Dr. Eshraq Esaa Abed Assistant for Scientific Affairs: Prof. Dr. Haider Abdul-Baqi Abbas

Date: 1 / 10 / 2025

Date: 1 / 10 / 2025

Reviewed by:

Quality Assurance and University Performance Division

Head of Quality Assurance and University Performance Division: Prof Wedyan Habeeb Hameed

Date: 1 / 10 / 2025

Signature:

Approval of the Dean:
Asst. Prof. Dr. Ayman Abd Aoun

Academic Program Description

This academic program description provides a concise summary of the program's key features and the learning outcomes expected of the student. accompanied by a description of each course within the program. Demonstrating whether he/she has made the most of the available opportunities. This is

University of Diyala	1. Educational Institution
College of Basic Education	2. Academic Department/Center 3.
the date	Name of Academic or Professional Program 4.
Bachelor of Education – History	Name of Final Certificate 5.
My semester (courses)	Study System: Annual / Courses / Other. 6.
National standards accreditation for programs of colleges within the educational group	Accredited Program
Ministry of Education – Ministry of Planning	7. Other external influences
2026-4-28	Date of preparation of the
description. Objectives of the academic program: The department seeks to achieve the following objectives:	
-1 Preparing teachers with a bachelor's degree in history.	
-2 Preparing a select group of outstanding students from the department specializing in history to complete their postgraduate studies.	
-3 Training history teachers in schools on the latest developments in the field of history teaching.	
-4 Preparing research and studies on ancient, modern and contemporary history in a way that enhances relevant literature.	
-5 Evaluating studies published in the field of history and expressing opinions about their content.	
Program outcomes, teaching and learning methods, and assessment	
A. Cognitive Objectives: A.1 To enable students to acquire knowledge and understanding of the general framework of the science of history. A.2 To enable students to acquire knowledge and understanding of ancient history and ancient civilizations. A-3 To enable students to gain knowledge and understanding of the modern history of different countries around the world. A-4 Enabling students to gain knowledge and understanding of the contemporary history of different countries around the world. A-5 Enabling students to acquire knowledge and understanding of the principles of education and the philosophy of history. A-6 Enabling students to acquire knowledge and understanding of history teaching methods and the historical research methodology.	
B - Program-specific skills objectives B1 - Writes a research paper, and writes specialized research and studies in various fields of history. B2 - Memorizes the names of prominent historical figures, places and events, and uses contemporary historical vocabulary and terminology. B3 – Learning methods of teaching history. Teaching	
and learning methods - 1.	
Lecture or presentation -2 Interrogation -3 Discussion -4 Students are required to visit the library and the international information network (the Internet) to obtain additional knowledge of the study materials.	
Assessment methods	

-1 40% semester exams, attendance and participation are taken into consideration.				
-2.60% End-of-term exams.				
Affective and value-based objectives. C-				
C-1 Analyzing some historical events to determine their veracity.				
C-2 It compares historical periods in terms of specific cultural themes or values.				
C-3 evaluates some famous historical figures.				
C-4 explains the reasons for the rise of states and civilizations and the reasons and factors for their collapse.				
Teaching and learning				
methods - 1. Giving students homework that requires subjective explanations using causal methods.				
-2 Questioning students through a set of thinking questions such as (how, what, when, why, where, which) for specific topics.				
-3 Forming discussion groups during lectures to discuss historical topics that require thinking and analysis.				
-4 Teaching students how to develop their own methods of thinking and analysis.				
Assessment				
methods - 1. Daily tests with homework questions related to the subject matter.				
-2 Submitting peer-reviewed scientific research papers.				
-3 Students should give quality lectures to determine how much they have benefited from the study material that stimulates thinking.				
-4 Conducting monthly or end-of-semester tests to measure the extent to which students have acquired the skill of thinking and analysis.				
D - General and transferable skills (other skills related to employability and personal development).				
D-1 Enabling the student to write a research paper about a historical figure, place, or country.				
D-2 Enabling the student to summarize a reference or source by one-tenth of its size.				
D-3 Developing the student's ability to analyze information and interpret historical events.				
D-4 Enabling students to use maps, diagrams, tables and charts related to the relevant information that is useful in analyzing historical topics, especially in the fields of economic and administrative history.				
Teaching and Learning				
Methods - 1. Inviting some professional bodies close to the university, such as the Directorate of Education, the Directorate of Youth and Sports, the Directorate of Administration, or the Department The governorate museum, and organizing meetings with students.				
-2 Training students on the methods and principles of historical research and assigning them to complete research in various fields of history.				
-3 Training students in institutions and departments related to the science of history and literature.				
-4 Developing curricula in coordination with references and higher authorities in a way that achieves personal development of the students' level.				
Assessment				
Methods - 1. Written Tests				
-2 Direct observation				
-11 Program Structure				
Credit Hours		Course name	Course code	Academic stage
practical	theoretical			
-	2	human rights	Univ1101	First
-	2	Islamic Education I	1102Univ	First
-	2	Arabic I	1103Univ	First
-	2	Islamic Education II	1104Univ	First
-	2	English I	1105Univ	First

1	1	Computer I	1106Univ	First
-	3	General Psychology	Coll 1201	First
-	2	The basis of education	Coll 1202	First
-	3	Developmental Psychology	Coll 1203	First
-	3	Principles of Education	Coll 1204	First
-	2	General Geographic	Hist 1301	First
-	3	Iraq's ancient history	Hist 1302	First
-	2	History of the Arabs before Islam	Hist 1303	First
-	2	Cartography	Hist 1304	First
-	2	History of the ancient Near East (Egypt and the Levant)	Hist 1305	First
-	2	The age of the message	Hist 1306	First
-	2	The history of Europe in the Middle Ages	Hist 1307	First
-	3	Approach to historical research	Hist 1308	First
-	2	Arabic II	2107Univ	Second
1	1	Computer II	2108Univ	Second
-	2	Health and Environment Education	Univ2109	Second
-	2	English II	2110Univ	Second
-	2	Democracy	2111Univ	Second
-	3	Educational Psychology	Coll 2205	Second
-	2	Mental Health	Coll 2206	Second
-	2	Educational guidance	Coll 2207	Second
-	3	Educational Statistics	Coll 2208	Second
-	2	Historical continents (the ancient world)	Hist 2309	Second
-	2	Modern history of the Arab Gulf	Hist 2310	Second

-	3	The history of the modern Arab world	Hist 2311	Second
-	2	The history of Europe in the Renaissance	Hist 2312	Second
-	2	The modern history of the Third World	Hist 2313	Second
-	2	Rashidi era	Hist 2314	Second
-	2	Morocco Islamic history	Hist 2315	Second
-	2	Histraphical continents (New World)	Hist 2316	Second
-	2	The history of modern Iraq	Hist 2317	Second
-	2	Century history of Europe (19)	Hist 2318	Second
-	2	The history of the Umayyad dynasty	Hist 2319	Second
-	2	The contemporary history of the Third World	Hist 2320	Second
-	2	Arabic III	3112Univ	Third
1	1	Computer III	3113Univ	Third
-	3	Research Methods	Coll 3209	Third
-	2	TMS	Coll 3210	Third
-	2	Measurement and Evaluation	Coll 3211	Third
-	2	General methods of teaching	Coll 3212	Third
4	-	Viewing	Coll 3213	Third
-	2	Arab World Geographic	Hist 3321	Third
-	2	The history of Andalusia	Hist 3322	Third
-	2	The history of the Abbasid state (132 -334 AH)	Hist 3323	Third
-	2	The contemporary history of the Arab world	Hist 3324	Third
-	2	Philosophy of History	Hist 3325	Third
-	2	The contemporary history of Iran	Hist 3326	Third
-	2	Century history of Europe (20)	Hist 3327	Third

-	2	European history	Hist 3328	Third
-	2	Iraq Geographic	Hist 3329	Third
-	2	The history of the Abbasid state (334-656 AH)	Hist 3330	Third
-	2	The modern history of Iraq	Hist 3331	Third
-	2	The history of modern Turkey	Hist 3332	Third
-	2	Contemporary World History	Hist 3333	Third
-	2	Islamic history Petty (Islamic Orient)	Hist 3334	Third
1	1	Computer III	Univ4114	Fourth
-	2	Arabic III	4115Univ	Fourth
-	2	Curricula and textbooks	Coll 4214	Fourth
-	2	Educational administration and direction	Coll 4215	Fourth
-	12	Application	Coll 4216	Fourth
-	2	Geo-political	Hist 4335	Fourth
-	3	Islamic civilization and systems	Hist 4336	Fourth
-	2	Contemporary Arab problems	Hist 4337	Fourth
-	2	History of the United States of America	Hist 4338	Fourth
-	2	Iraq's history of social	Hist 4339	Fourth
-	3	Research Project Graduation	Hist 4340	Fourth

11. Planning for personal development

1. Reviewing previous steps and their outcomes. 2.

Staying informed about new developments in books, journals, and online resources within the field of specialization.

3. Regularly (annually) updating the approved teaching plans. 12.

Admission Criteria (Establishing the regulations related to enrollment in the college or

institute): Preparatory Certificate - Scientific Branch - Competitive GPA based on

preference. **Key sources of information about the program.**

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-1 Books, periodicals, university theses, the international information network, the personal experience of the person teaching the course.

Curriculum Skills Outline																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																				
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ÿ	ÿ ÿ ÿ ÿ ÿ				ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ Basic	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ Basic	Principles of Education	Coll 1204	First	
ÿ	ÿ ÿ ÿ ÿ ÿ				ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ Basic Basic	ÿ	General Geographic	Hist 1301	First	
ÿ							Iraq's ancient history	Hist 1302	First	
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ				ÿ ÿ ÿ ÿ ÿ		History of the Arabs before Islam	Hist 1303	First	
	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ				ÿ ÿ ÿ ÿ ÿ	Basic	ÿ	Cartography	First 1304	Hist
	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ					Basic	ÿ	History of the ancient Near East (Egypt and the Levant)	Hist 1305	First
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ					ÿ Basic		The age of the message	Hist 1306	First
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ					Basic	ÿ	The history of Europe in the Middle Ages	Hist 1307	First
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ					Basic	ÿ	Approach to historical research	Hist 1308	First
	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ					Basic	ÿ	Arabic II	Univ2107	Second
	ÿ ÿ ÿ ÿ ÿ				ÿ ÿ ÿ ÿ ÿ ÿ ÿ	Basic	ÿ	Computer II	Univ2108	Second
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ				ÿ ÿ ÿ ÿ	Basic	ÿ	Health and Environment Education	Univ2109	Second

ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ								ÿ ÿ ÿ ÿ				Basic ÿ	English II	Univ2110 II
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ								ÿ ÿ ÿ ÿ				Basic ÿ	Democracy	Univ2111 Second
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ	Basic ÿ	ÿ	Basic ÿ	ÿ	ÿ	Basic ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ					Educational Psychology	Coll 2205 Second	
	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												ÿ ÿ ÿ Basic	Mental Health	Coll 2206 Second
	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ	Educational guidance	Coll 2207 Second
ÿ														Educational Statistics	Coll 2208 Second
ÿ	ÿ ÿ ÿ			ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ										Historical continents (the ancient world)	Hist 2309 Second
ÿ	ÿ ÿ ÿ			ÿ ÿ ÿ ÿ ÿ					ÿ ÿ ÿ ÿ				Basic ÿ	Modern history of the Arab Gulf	Hist 2310 II
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ						ÿ ÿ		ÿ ÿ ÿ ÿ				Basic ÿ	The history of the modern Arab world	Hist 2311 II
ÿ	ÿ		ÿ ÿ ÿ ÿ				ÿ ÿ		ÿ ÿ ÿ ÿ				Basic ÿ	The history of Europe in the Renaissance	Hist 2312 Second
ÿ	ÿ		ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ										Basic ÿ	The modern history of the Third World	Hist 2313 Second
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ	Basic												Rashidi' era	Hist 2314 Second

ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ Basic	Morocco	Islamic history															Hist 2315	Second
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ														Basic ÿ		Histraphical continents (New World)	Hist 2316	Second
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ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ														Basic ÿ		The history of the Umayyad dynasty	Hist 2319	Second
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ														Basic ÿ		The contemporary history of the Third World	Hist 2320	II
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ														Basic ÿ		Arabic III	Univ3112	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ														Basic ÿ ÿ		Computer III	Univ3113	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ Basic																Research Methods	Coll 3209	Third
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	٢٠٢١	٢٠٢٢	٢٠٢٣	٢٠٢٤	٢٠٢٥	٢٠٢٦	٢٠٢٧	٢٠٢٨	٢٠٢٩	٢٠٣٠	٢٠٣١	٢٠٣٢	٢٠٣٣	٢٠٣٤	٢٠٣٥	٢٠٣٦	٢٠٣٧	٢٠٣٨	٢٠٣٩	٢٠٤٠	٢٠٤١	٢٠٤٢	٢٠٤٣	٢٠٤٤	٢٠٤٥	٢٠٤٦	٢٠٤٧	٢٠٤٨	٢٠٤٩	٢٠٥٠	٢٠٥١	٢٠٥٢	٢٠٥٣	٢٠٥٤	٢٠٥٥	٢٠٥٦	٢٠٥٧	٢٠٥٨	٢٠٥٩	٢٠٦٠	٢٠٦١	٢٠٦٢	٢٠٦٣	٢٠٦٤	٢٠٦٥	٢٠٦٦	٢٠٦٧	٢٠٦٨	٢٠٦٩	٢٠٧٠	٢٠٧١	٢٠٧٢	٢٠٧٣	٢٠٧٤	٢٠٧٥	٢٠٧٦	٢٠٧٧	٢٠٧٨	٢٠٧٩	٢٠٨٠	٢٠٨١	٢٠٨٢	٢٠٨٣	٢٠٨٤	٢٠٨٥	٢٠٨٦	٢٠٨٧	٢٠٨٨	٢٠٨٩	٢٠٩٠	٢٠٩١	٢٠٩٢	٢٠٩٣	٢٠٩٤	٢٠٩٥	٢٠٩٦	٢٠٩٧	٢٠٩٨	٢٠٩٩	٢١٠٠	٢١٠١	٢١٠٢	٢١٠٣	٢١٠٤	٢١٠٥	٢١٠٦	٢١٠٧	٢١٠٨	٢١٠٩	٢١١٠	٢١١١	٢١١٢	٢١١٣	٢١١٤	٢١١٥	٢١١٦	٢١١٧	٢١١٨	٢١١٩	٢١٢٠	٢١٢١	٢١٢٢	٢١٢٣	٢١٢٤	٢١٢٥	٢١٢٦	٢١٢٧	٢١٢٨	٢١٢٩	٢١٣٠	٢١٣١	٢١٣٢	٢١٣٣	٢١٣٤	٢١٣٥	٢١٣٦	٢١٣٧	٢١٣٨	٢١٣٩	٢١٤٠	٢١٤١	٢١٤٢	٢١٤٣	٢١٤٤	٢١٤٥	٢١٤٦	٢١٤٧	٢١٤٨	٢١٤٩	٢١٥٠	٢١٥١	٢١٥٢	٢١٥٣	٢١٥٤	٢١٥٥	٢١٥٦	٢١٥٧	٢١٥٨	٢١٥٩	٢١٦٠	٢١٦١	٢١٦٢	٢١٦٣	٢١٦٤	٢١٦٥	٢١٦٦	٢١٦٧	٢١٦٨	٢١٦٩	٢١٧٠	٢١٧١	٢١٧٢	٢١٧٣	٢١٧٤	٢١٧٥	٢١٧٦	٢١٧٧	٢١٧٨	٢١٧٩	٢١٨٠	٢١٨١	٢١٨٢	٢١٨٣	٢١٨٤	٢١٨٥	٢١٨٦	٢١٨٧	٢١٨٨	٢١٨٩	٢١٩٠	٢١٩١	٢١٩٢	٢١٩٣	٢١٩٤	٢١٩٥	٢١٩٦	٢١٩٧	٢١٩٨	٢١٩٩	٢٢٠٠	٢٢٠١	٢٢٠٢	٢٢٠٣	٢٢٠٤	٢٢٠٥	٢٢٠٦	٢٢٠٧	٢٢٠٨	٢٢٠٩	٢٢١٠	٢٢١١	٢٢١٢	٢٢١٣	٢٢١٤	٢٢١٥	٢٢١٦	٢٢١٧	٢٢١٨	٢٢١٩	٢٢٢٠	٢٢٢١	٢٢٢٢	٢٢٢٣	٢٢٢٤	٢٢٢٥	٢٢٢٦	٢٢٢٧	٢٢٢٨	٢٢٢٩	٢٢٣٠	٢٢٣١	٢٢٣٢	٢٢٣٣	٢٢٣٤	٢٢٣٥	٢٢٣٦	٢٢٣٧	٢٢٣٨	٢٢٣٩	٢٢٤٠	٢٢٤١	٢٢٤٢	٢٢٤٣	٢٢٤٤	٢٢٤٥	٢٢٤٦	٢٢٤٧	٢٢٤٨	٢٢٤٩	٢٢٥٠	٢٢٥١	٢٢٥٢	٢٢٥٣	٢٢٥٤	٢٢٥٥	٢٢٥٦	٢٢٥٧	٢٢٥٨	٢٢٥٩	٢٢٦٠	٢٢٦١	٢٢٦٢	٢٢٦٣	٢٢٦٤	٢٢٦٥	٢٢٦٦	٢٢٦٧	٢٢٦٨	٢٢٦٩	٢٢٧٠	٢٢٧١	٢٢٧٢	٢٢٧٣	٢٢٧٤	٢٢٧٥	٢٢٧٦	٢٢٧٧	٢٢٧٨	٢٢٧٩	٢٢٨٠	٢٢٨١	٢٢٨٢	٢٢٨٣	٢٢٨٤	٢٢٨٥	٢٢٨٦	٢٢٨٧	٢٢٨٨	٢٢٨٩	٢٢٩٠	٢٢٩١	٢٢٩٢	٢٢٩٣	٢٢٩٤	٢٢٩٥	٢٢٩٦	٢٢٩٧	٢٢٩٨	٢٢٩٩	٢٣٠٠	٢٣٠١	٢٣٠٢	٢٣٠٣	٢٣٠٤	٢٣٠٥	٢٣٠٦	٢٣٠٧	٢٣٠٨	٢٣٠٩	٢٣١٠	٢٣١١	٢٣١٢	٢٣١٣	٢٣١٤	٢٣١٥	٢٣١٦	٢٣١٧	٢٣١٨	٢٣١٩	٢٣٢٠	٢٣٢١	٢٣٢٢	٢٣٢٣	٢٣٢٤	٢٣٢٥	٢٣٢٦	٢٣٢٧	٢٣٢٨	٢٣٢٩	٢٣٣٠	٢٣٣١	٢٣٣٢	٢٣٣٣	٢٣٣٤	٢٣٣٥	٢٣٣٦	٢٣٣٧	٢٣٣٨	٢٣٣٩	٢٣٤٠	٢٣٤١	٢٣٤٢	٢٣٤٣	٢٣٤٤	٢٣٤٥	٢٣٤٦	٢٣٤٧	٢٣٤٨	٢٣٤٩	٢٣٥٠	٢٣٥١	٢٣٥٢	٢٣٥٣	٢٣٥٤	٢٣٥٥	٢٣٥٦	٢٣٥٧	٢٣٥٨	٢٣٥٩	٢٣٦٠	٢٣٦١	٢٣٦٢	٢٣٦٣	٢٣٦٤	٢٣٦٥	٢٣٦٦	٢٣٦٧	٢٣٦٨	٢٣٦٩	٢٣٧٠	٢٣٧١	٢٣٧٢	٢٣٧٣	٢٣٧٤	٢٣٧٥	٢٣٧٦	٢٣٧٧	٢٣٧٨	٢٣٧٩	٢٣٨٠	٢٣٨١	٢٣٨٢	٢٣٨٣	٢٣٨٤	٢٣٨٥	٢٣٨٦	٢٣٨٧	٢٣٨٨	٢٣٨٩	٢٣٩٠	٢٣٩١	٢٣٩٢	٢٣٩٣	٢٣٩٤	٢٣٩٥	٢٣٩٦	٢٣٩٧	٢٣٩٨	٢٣٩٩	٢٤٠٠	٢٤٠١	٢٤٠٢	٢٤٠٣	٢٤٠٤	٢٤٠٥	٢٤٠٦	٢٤٠٧	٢٤٠٨	٢٤٠٩	٢٤١٠	٢٤١١	٢٤١٢	٢٤١٣	٢٤١٤	٢٤١٥	٢٤١٦	٢٤١٧	٢٤١٨	٢٤١٩	٢٤٢٠	٢٤٢١	٢٤٢٢	٢٤٢٣	٢٤٢٤	٢٤٢٥	٢٤٢٦	٢٤٢٧	٢٤٢٨	٢٤٢٩	٢٤٣٠	٢٤٣١	٢٤٣٢	٢٤٣٣	٢٤٣٤	٢٤٣٥	٢٤٣٦	٢٤٣٧	٢٤٣٨	٢٤٣٩	٢٤٤٠	٢٤٤١	٢٤٤٢	٢٤٤٣	٢٤٤٤	٢٤٤٥	٢٤٤٦	٢٤٤٧	٢٤٤٨	٢٤٤٩	٢٤٥٠	٢٤٥١	٢٤٥٢	٢٤٥٣	٢٤٥٤	٢٤٥٥	٢٤٥٦	٢٤٥٧	٢٤٥٨	٢٤٥٩	٢٤٦٠	٢٤٦١	٢٤٦٢	٢٤٦٣	٢٤٦٤	٢٤٦٥	٢٤٦٦	٢٤٦٧	٢٤٦٨	٢٤٦٩	٢٤٧٠	٢٤٧١	٢٤٧٢	٢٤٧٣	٢٤٧٤	٢٤٧٥	٢٤٧٦	٢٤٧٧	٢٤٧٨	٢٤٧٩	٢٤٨٠	٢٤٨١	٢٤٨٢	٢٤٨٣	٢٤٨٤	٢٤٨٥	٢٤٨٦	٢٤٨٧	٢٤٨٨	٢٤٨٩	٢٤٩٠	٢٤٩١	٢٤٩٢	٢٤٩٣	٢٤٩٤	٢٤٩٥	٢٤٩٦	٢٤٩٧	٢٤٩٨	٢٤٩٩	٢٥٠٠	٢٥٠١	٢٥٠٢	٢٥٠٣	٢٥٠٤	٢٥٠٥	٢٥٠٦	٢٥٠٧	٢٥٠٨	٢٥٠٩	٢٥١٠	٢٥١١	٢٥١٢	٢٥١٣	٢٥١٤	٢٥١٥	٢٥١٦	٢٥١٧	٢٥١٨	٢٥١٩	٢٥٢٠	٢٥٢١	٢٥٢٢	٢٥٢٣	٢٥٢٤	٢٥٢٥	٢٥٢٦	٢٥٢٧	٢٥٢٨	٢٥٢٩	٢٥٣٠	٢٥٣١	٢٥٣٢	٢٥٣٣	٢٥٣٤	٢٥٣٥	٢٥٣٦	٢٥٣٧	٢٥٣٨	٢٥٣٩	٢٥٤٠	٢٥٤١	٢٥٤٢	٢٥٤٣	٢٥٤٤	٢٥٤٥	٢٥٤٦	٢٥٤٧	٢٥٤٨	٢٥٤٩	٢٥٥٠	٢٥٥١	٢٥٥٢	٢٥٥٣	٢٥٥٤	٢٥٥٥	٢٥٥٦	٢٥٥٧	٢٥٥٨	٢٥٥٩	٢٥٦٠	٢٥٦١	٢٥٦٢	٢٥٦٣	٢٥٦٤	٢٥٦٥	٢٥٦٦	٢٥٦٧	٢٥٦٨	٢٥٦٩	٢٥٧٠	٢٥٧١	٢٥٧٢	٢٥٧٣	٢٥٧٤	٢٥٧٥	٢٥٧٦	٢٥٧٧	٢٥٧٨	٢٥٧٩	٢٥٨٠	٢٥٨١	٢٥٨٢	٢٥٨٣	٢٥٨٤	٢٥٨٥	٢٥٨٦	٢٥٨٧	٢٥٨٨	٢٥٨٩	٢٥٩٠	٢٥٩١	٢٥٩٢	٢٥٩٣	٢٥٩٤	٢٥٩٥	٢٥٩٦	٢٥٩٧	٢٥٩٨	٢٥٩٩	٢٦٠٠	٢٦٠١	٢٦٠٢	٢٦٠٣	٢٦٠٤	٢٦٠٥	٢٦٠٦	٢٦٠٧	٢٦٠٨	٢٦٠٩	٢٦١٠	٢٦١١	٢٦١٢	٢٦١٣	٢٦١٤	٢٦١٥	٢٦١٦	٢٦١٧	٢٦١٨	٢٦١٩	٢٦٢٠	٢٦٢١	٢٦٢٢	٢٦٢٣	٢٦٢٤	٢٦٢٥	٢٦٢٦	٢٦٢٧	٢٦٢٨	٢٦٢٩	٢٦٣٠	٢٦٣١	٢٦٣٢	٢٦٣٣	٢٦٣٤	٢٦٣٥	٢٦٣٦	٢٦٣٧	٢٦٣٨	٢٦٣٩	٢٦٤٠	٢٦٤١	٢٦٤٢	٢٦٤٣	٢٦٤٤	٢٦٤٥	٢٦٤٦	٢٦٤٧	٢٦٤٨	٢٦٤٩	٢٦٥٠	٢٦٥١	٢٦٥٢	٢٦٥٣	٢٦٥٤	٢٦٥٥	٢٦٥٦	٢٦٥٧	٢٦٥٨	٢٦٥٩	٢٦٦٠	٢٦٦١	٢٦٦٢	٢٦٦٣	٢٦٦٤	٢٦٦٥	٢٦٦٦	٢٦٦٧	٢٦٦٨	٢٦٦٩	٢٦٧٠	٢٦٧١	٢٦٧٢	٢٦٧٣	٢٦٧٤	٢٦٧٥	٢٦٧٦	٢٦٧٧	٢٦٧٨	٢٦٧٩	٢٦٨٠	٢٦٨١	٢٦٨٢	٢٦٨٣	٢٦٨٤	٢٦٨٥	٢٦٨٦	٢٦٨٧	٢٦٨٨	٢٦٨٩	٢٦٩٠	٢٦٩١	٢٦٩٢	٢٦٩٣	٢٦٩٤	٢٦٩٥	٢٦٩٦	٢٦٩٧	٢٦٩٨	٢٦٩٩	٢٧٠٠	٢٧٠١	٢٧٠٢	٢٧٠٣	٢٧٠٤	٢٧٠٥	٢٧٠٦	٢٧٠٧	٢٧٠٨	٢٧٠٩	٢٧١٠	٢٧١١	٢٧١٢	٢٧١٣	٢٧١٤	٢٧١٥	٢٧١٦	٢٧١٧	٢٧١٨	٢٧١٩	٢٧٢٠	٢٧٢١	٢٧٢٢	٢٧٢٣	٢٧٢٤	٢٧٢٥	٢٧٢٦	٢٧٢٧	٢٧٢٨	٢٧٢٩	٢٧٣٠	٢٧٣١	٢٧٣٢	٢٧٣٣	٢٧٣٤	٢٧٣٥	٢٧٣٦	٢٧٣٧	٢٧٣٨	٢٧٣٩	٢٧٤٠	٢٧٤١	٢٧٤٢	٢٧٤٣	٢٧٤٤	٢٧٤٥	٢٧٤٦	٢٧٤٧	٢٧٤٨	٢٧٤٩	٢٧٥٠	٢٧٥١	٢٧٥٢	٢٧٥٣	٢٧٥٤	٢٧٥٥	٢٧٥٦	٢٧٥٧	٢٧٥٨	٢٧٥٩	٢٧٦٠	٢٧٦١	٢٧٦٢	٢٧٦٣	٢٧٦٤	٢٧٦٥	٢٧٦٦	٢٧٦٧	٢٧٦٨	٢٧٦٩	٢٧٧٠	٢٧٧١	٢٧٧٢	٢٧٧٣	٢٧٧٤	٢٧٧٥	٢٧٧٦	٢٧٧٧	٢٧٧٨	٢٧٧٩	٢٧٨٠	٢٧٨١	٢٧٨٢	٢٧٨٣	٢٧٨٤	٢٧٨٥	٢٧٨٦	٢٧٨٧	٢٧٨٨	٢٧٨٩	٢٧٩٠	٢٧٩١	٢٧٩٢	٢٧٩٣	٢٧٩٤	٢٧٩٥	٢٧٩٦	٢٧٩٧	٢٧٩٨	٢٧٩٩	٢٨٠٠	٢٨٠١	٢٨٠٢	٢٨٠٣	٢٨٠٤	٢٨٠٥	٢٨٠٦	٢٨٠٧	٢٨٠٨	٢٨٠٩	٢٨١٠	٢٨١١	٢٨١٢	٢٨١٣	٢٨١٤	٢٨١٥	٢٨١٦	٢٨١٧	٢٨١٨	٢٨١٩	٢٨٢٠	٢٨٢١	٢٨٢٢	٢٨٢٣	٢٨٢٤	٢٨٢٥	٢٨٢٦	٢٨٢٧	٢٨٢٨	٢٨٢٩	٢٨٣٠	٢٨٣١	٢٨٣٢	٢٨٣٣	٢٨٣٤	٢٨٣٥	٢٨٣٦	٢٨٣٧	٢٨٣٨	٢٨٣٩	٢٨٤٠	٢٨٤١	٢٨٤٢	٢٨٤٣	٢٨٤٤	٢٨٤٥	٢٨٤٦	٢٨٤٧	٢٨٤٨	٢٨٤٩	٢٨٥٠	٢٨٥١	٢٨٥٢	٢٨٥٣	٢٨٥٤	٢٨٥٥	٢٨٥٦	٢٨٥٧	٢٨٥٨	٢٨٥٩	٢٨٦٠	٢٨٦١	٢٨٦٢	٢٨٦٣	٢٨٦٤	٢٨٦٥	٢٨٦٦	٢٨٦٧	٢٨٦٨	٢٨٦٩	٢٨٧٠	٢٨٧١	٢٨٧٢	٢٨٧٣	٢٨٧٤	٢٨٧٥	٢٨٧٦	٢٨٧٧	٢٨٧٨	٢٨٧٩	٢٨٨٠	٢٨٨١	٢٨٨٢	٢٨٨٣	٢٨٨٤	٢٨٨٥	٢٨٨٦	٢٨٨٧	٢٨٨٨	٢٨٨٩	٢٨٩٠	٢٨٩١	٢٨٩٢	٢٨٩٣	٢٨٩٤	٢٨٩٥	٢٨٩٦	٢٨٩٧	٢٨٩٨	٢٨٩٩	٢٩٠٠	٢٩٠١	٢٩٠٢	٢٩٠٣	٢٩٠٤	٢٩٠٥	٢٩٠٦	٢٩٠٧	٢٩٠٨	٢٩٠٩	٢٩١٠	٢٩١١	٢٩١٢	٢٩١٣	٢٩١٤	٢٩١٥	٢٩١٦	٢٩١٧	٢٩١٨	٢٩١٩	٢٩٢٠	٢٩٢١	٢٩٢٢	٢٩٢٣	٢٩٢٤	٢٩٢٥	٢٩٢٦	٢٩٢٧	٢٩٢٨	٢٩٢٩	٢٩٣٠	٢٩٣١	٢٩٣٢	٢٩٣٣	٢٩٣٤	٢٩٣٥	٢٩٣٦	٢٩٣٧	٢٩٣٨	٢٩٣٩	٢٩٤٠	٢٩٤١	٢٩٤٢	٢٩٤٣	٢٩٤٤	٢٩٤٥	٢٩٤٦	٢٩٤٧	٢٩٤٨	٢٩٤٩	٢٩٥٠	٢٩٥١	٢٩٥٢	٢٩٥٣	٢٩٥٤	٢٩٥٥	٢٩٥٦	٢٩٥٧	٢٩٥٨	٢٩٥٩	٢٩٦٠	٢٩٦١	٢٩٦٢	٢٩٦٣	٢٩٦٤	٢٩٦٥	٢٩٦٦	٢٩٦٧	٢٩٦٨	٢٩٦٩	٢٩٧٠	٢٩٧١	٢٩٧٢
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ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ Basic Basic ÿ													Arab World History	Hist 3321	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ													The history of the Abbasid state (334-656 AH)	Hist 3330	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ	The modern history of Iraq	Hist 3331	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ	The history of modern Turkey	Hist 3332	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ	Contemporary World History	Hist 3333	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ	Islamic history Petty (Islamic Orient)	Hist 3334	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ	Computer IIII	Univ4114	Fourth
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ ÿ	Arabic IIII	Univ4115	Fourth
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ Basic ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ Basic ÿ													Curricula and textbooks	Coll 4214	Fourth
ÿ														Educational Administration and direction	Coll 4215	Fourth
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ	Application	Fourth 4216 Coll	

ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ	Basic	Basic	ÿ ÿ ÿ ÿ													Geo-political	Hist 4335	Fourth
	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ																Islamic civilization and systems	Hist 4336	Fourth
	ÿ ÿ ÿ ÿ ÿ			ÿ ÿ ÿ ÿ				Basic	ÿ ÿ ÿ ÿ								Contemporary Arab problems	Hist 4337	Fourth
ÿ	ÿ ÿ ÿ ÿ ÿ			ÿ ÿ ÿ ÿ				Basic	ÿ ÿ ÿ ÿ								History of the United States of America	Hist 4338	Fourth
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ	Basic	Basic	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ													Iraq's history of social	Hist 4339	Fourth
ÿ																	Research Project Graduation	Hist 4340	Fourth

First stage / First semester

Course description template

Course Instructor: M.M. Ramah Maan Saleh

Course description (Democracy and Human Rights)

This course description provides a concise summary of the course characteristics and the learning outcomes expected of the student, demonstrating that if one considers the course, the student will achieve a certain level of success.

He has made the most of the available learning opportunities. These must be linked to the program description.

University of Diyala / College of Basic Education	• Educational institution
Cultural Materials / History Department	• Scientific Department / Center
Human Rights / 1101Univ	• Course Name/Code
mandatory	• Available forms of attendance
First / First	• Term/Year
30 hours	• Total number of study hours
2024/10/1	• Date this description was prepared
Course objectives: By the end of the academic year, the student will be able to	
1. Learn the definition and characteristics of human	
rights. 2. Learn Islam's stance on human rights.	
3. Learn the classifications of human	
rights. 4. Learn collective human rights.	
5. Learn human rights in times of war and international and internal conflicts.	
6. Learning about administrative corruption and its impact on human rights.	
Course outcomes, teaching and learning methods, and assessment	
A- Cognitive objectives	
A-1 Knowledge and Understanding	
A-2 Enabling students to gain knowledge and understanding of Islam's position on human rights.	
A-3 Enabling students to acquire knowledge and understanding of human rights classifications.	
A-4 Enabling students to acquire knowledge and understanding of collective human rights	
A-5 Enabling students to acquire knowledge and understanding of human rights in times of war and international and internal conflicts.	
A-6 Enabling students to acquire knowledge and understanding of administrative corruption and its impact on human rights	
B - The skills-based objectives of the course.	
B1 - Skills in the text of the Universal Declaration of Human Rights. B2	
- Skills related to the topics of the lesson.	
Teaching and learning methods	

Explanation and explanation of the course material					
-2 Model display method					
-3 Lecture method -4 Self-learning method Assessment					
methods: 1.					
Daily tests with specific questions					
2. Assigning grades for homework and class participation.					
3. Assigning students research and reports on the course material. 4.					
Monthly tests with objective and essay questions.					
Affective and value-based goals C-					
C-1 To understand the importance of studying the subject matter and its real-life applications.					
C-2 To understand the importance of the influence of monotheistic beliefs on life.					
Teaching and learning methods					
1- Explanation and clarification					
-2 Model display method					
-3 Self-learning methods and					
assessment methods					
1- Theoretical tests.					
-2 Reports and studies. D -					
General and transferable skills (other skills related to employability and personal development)					
D-1 Skills in using references and terminology.					
D-2 Skills in collecting and analyzing data on the topic. D-3 Skills in					
interpreting theorems. D-4 Skills in					
making comparisons. D-5 Skills in					
developing one's own concepts about the topic. Course					
Structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Weekly hours	
Formative Assessment Lecture		Definition of human rights and its characteristics	Definition of human rights	2	1
Formative Assessment Lecture		Definition of human rights and its characteristics	Enumeration of human rights characteristics	2	2
Formative Assessment Lecture		Islam's stance on rights human	Learn about Islam's stance on rights human	2	3
Formative Assessment Lecture		Islam's stance on rights human	Learn about Islam's stance on rights human	2	4
Formative Assessment Lecture		Human Rights Classifications	Learn about human rights classifications	2	5
Formative Assessment Lecture		Human Rights Classifications	Learn about human rights classifications	2	6
The first monthly exam consists of various tests and problem-solving exercises related to the topic.				2	7
Calendar	Collective Human Rights Lecture		Learn about collective human rights	2	8

The builder					
Formative assessment	Collective Human Rights Lecture		Learn about collective human rights	2	9
Formative assessment	Lecture	Human rights in the time War and conflicts International and domestic	Learn about human rights in times of war and international conflicts Interior	2	10
Formative assessment	Lecture	Human rights in the time War and conflicts International and domestic	Learn about human rights in times of war and international and internal conflicts	2	11
Formative assessment	Lecture	Administrative corruption and its effects in Human rights	Learn about administrative corruption and its impact on human rights.	2	12
Formative assessment	Lecture	Administrative corruption and its effects in Human rights	Learn about administrative corruption and its impact on human rights.	2	13
Formative assessment	Lecture	Administrative corruption and its effects in Human rights	Learn about administrative corruption and its impact on human rights.	2	14
Second month exam: objective tests and problem-solving				2	15

Infrastructure

There is no	1. Required textbooks
Human Rights Sources / Faculty of Law, Benha University / Egypt, issued on 2/1 2010/ · Transparency International – Global Corruption Report 2007 – Lebanese Association for Promoting Transparency / Corruption – The Corruption Book – 1st Edition – 2005 – Technopress Printing Press – Lebanon	2. Main References (Sources)
Human Rights Law Sources / Al-Wasat Website / Issue 378 / Friday / September 19 2003 Ahmed Helmy / Article / Individual Behavior and Human Rights / Arab Human Rights Magazine / Issue 10 / 2007 / Dubai / Website of the World Organization for Human Rights Suleiman Abdel Moneim – The Phenomenon of Corruption / A Study of the Extent to Which Arab 17. p Legislations Align with the United Nations Convention	The recommended books and references in scientific journal reports...
against Corruption. Fares Shehabi – Administrative Reform Can Only Be Achieved Through a Radical Change in Thought, Objectives, and Laws / The Public Sector from the Perspective of Economic Liberalism – Article available on the website www.mafhoum.com	B. Electronic references, websites

Curriculum Development Plan

Course description template

Course instructor: Ms. Zainab Qahtan Muhammad

Course description (Computer)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. These must be linked to the program description.	
Course outcomes, teaching and learning methods, and assessment	
A- Cognitive Objectives A-1 The student's comprehension of the material A-2 The ability to analyze and practically apply what has been learned on a computer A3 - The assessment should be done by presenting the material to the students in the laboratory and then having them apply it.	
B - The skills-based objectives of the course. B1 - Direct questions and answers about the previous material. B2 - Analyzing the student's ability to comprehend through homework done at home and stored on discs to be shown directly to the student to see how much they learned from the previous lecture. B3 - Showing educational films related to the material in order to consolidate the ability to learn.	
Teaching and learning methods	
and images, and that is to draw attention to the theoretical method and explanation by presenting the material on the PowerPoint program in the form of student diagrams and helping him not to feel bored. The practical method is to apply what has been presented on the computer and conduct daily and monthly exams. And the two agencies: The assessment methods that will be followed: 1. Preparing the lectures according to the sequence mentioned in the course syllabus by using information sources (the relevant book). 2. Informing the students about the topic of the next lecture for the purpose of preparation. 3. Students are required to submit papers on one or more of the topics under study. 4. Students are provided with the fundamentals and topics related to computer basics (Windows operating system).	
Assessment methods	
-1 Conduct two midterm exams, the first after the fifth week of the semester and the second after the eleventh week of the semester (application, exploration, where it is The academic level (memorization) is taken into account in each exam. -2 marks for the first exam (out of 15 marks) (5 marks for practical, 10+ marks for theoretical) -3 marks for the second exam (out of 15 marks) (5 marks for practical, 10+ marks for theoretical) -4 points for daily attendance and participation (10 points) -5 marks for the assessment, which constitutes 40% of the total achievement. -6 The end-of-semester exam, which accounts for 60% of the achievement, and is conducted according to the Ministry's schedule. When setting the questions, the comprehensiveness of the course content, application and exploration must be taken into account. Academic and mental levels (memory)	
Affective and Value-Based Objectives C- C-1: Guiding the student on how to use the computer in a manner appropriate to their cultural level C-2 Instructing the student on how to work with the Windows 7 operating system (desktop commands)	
Teaching and learning methods	
-1 Theoretical aspect -: Presenting the material on a device (show data) and explaining the basics of the computer, the hardware and software components of the computer, and explaining the Windows 7 operating system.	

-2 Practical aspect -: Entering the computer lab and training the student on how to operate the computer and apply desktop commands.

-3 The student is required to conduct research and write reports on computer generations and computer components, and to discuss the reports.

Assessment

implicitly included in the course assessment processes that take place during and at the end of the semester. Methods are

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

D-1 Encourage the student to write simple research papers based on previous lectures to create a balance between methodological information and source information.

D-2 Encouraging the student to work on practical projects on the computer related to the basics of computing, including getting acquainted with its hardware components, and also changing desktop settings by applying some desktop commands and also control panel commands, and conducting discussion sessions among students about the methodology of the

subject. D-3 Encouraging the student to evaluate the answers of his fellow students to develop self-improvement.

Course structure

Assessment	The teaching method is	Unit/Topic Name: Computer	Hours - Required Learning Outcomes - First	First
method: Daily tests	theoretical.	Fundamentals	Semester: Introduction to Computers, Data and Information;	2 week
Daily tests	theoretical	Computer basics	Computer Features and Applications	2 the second
Daily tests	Theory + Practical	Computer basics	Computer hardware and software components	2 the third
Daily tests	theoretical	Computer basics	Types of computers	2 Fourth
Daily tests	Theory + Practical	Computer basics	Desktop -: Enabling desktop icons and their types	2 Fifth

Formative assessment		Questions from the prescribed material	First Month Exam,	2	Sixth
Daily tests	Practical + Theoretical	Computer basics	Second Semester / Desktop Choices (view, sort by) Refresh	2	Seventh
Daily tests	Practical + Theoretical	Computer basics	Desktop options New, screen (Resolution, Personalize	2	Eighth
Daily tests	Practical + Theoretical	Computer basics	Change the appearance of desktop	2	Ninth
Daily tests	Practical + Theoretical	Computer basics	icons; Start menu; Shut down the computer; Enter the computer; Sleep; Restart; Computer contents; Hard drive partitions C, D, E, F	2	tenth
Daily tests	Practical + Theoretical	Computer basics	Chapter Three: Creating a NEW Folder FOLDER Main operations on folders and files: Navigating, deleting between files, copying files, moving files, changing file names	2	eleventh
Daily tests	Practical + Theoretical	Computer basics	Control panel and its options: Time, Language, (date and time) and Date Device management (language) (manager accounts), (user accounts) users	2	twelfth
Daily tests	Practical + Theoretical	Computer basics	Control Panel and its Options - Devices and Printers Software and printers programs and (adjectives) (features, folder options)	2	thirteenth
Formative	-----	Questions from the course	Second month exam,	2	Fourteenth,
assessment daily tests	Practical + Theoretical	material: Computer Fundamentals	material review	fifteenth, 2	

12. Infrastructure	
Computer Fundamentals and Office Applications, Part 1 - Ministry of Higher Education and Scientific Research A.M. Ziad Muhammad Aboud, A. Ghassan Hamid Abbad Al-Majid, Dr. Mustafa Diaa Al-Hassani	1. Required textbooks
Windows 7 operating system interface basics	2a Main References (Sources)
Utilize periodicals and resources relevant to the course.	The recommended books and references (reports, scientific journals, etc.)
-wp/iq.edu.uodiyala.ecomang://https 1- /content/uploads/2022/11/windows_7.pdf	b) Electronic references, websites
The curriculum development	
plan aims to include many practical applications. The curriculum relies on modern international sources that align with advancements in computer science, in addition to the core curriculum approved by the Ministry of Higher Education and Scientific Research.	

Course description template

Course instructor: Dr. Moataz Ibrahim

Course Description (Developmental Psychology)

This course description provides a concise summary of the course characteristics and the learning outcomes expected of the student, demonstrating their importance.

He had made the most of the available learning opportunities. This must be linked to the program description.

College of Basic Education	• Educational institution
Department of History/Educational Materials	• Scientific Department / Center
Developmental Psychology/ 1201 Coll	• Course Name/Code
mandatory	• Available forms of attendance
First/First	• Term/Year
45 hours	• Total number of study hours
2024/10/1	• Date this description was prepared
Course Objectives •	
• To introduce students to general psychology in general terms, including its origins, concept, goals, branches, and its relationship to other sciences.	
-2 To equip students with the ability to recognize the contributions of Muslim scholars in the field of psychological studies.	
• The students' awareness inspired Western schools that focused on psychological studies.	
• To introduce students to the concept of behavior and the physiological and psychological foundations that influence human behavior.	
• To have students follow the processes that take place within the human being (motives, emotions, sensation, perception, and attention).	
• Introducing students to learning as a means of acquiring knowledge and achieving cultural advancement.	
• Students' understanding of personality through knowledge of its concept, characteristics, influencing factors, and types.	
• Students appreciate the role of psychology in understanding human behavior in order to control and guide it.	

10. Course Outcomes, Teaching, Learning and Assessment Methods

A- Cognitive Objectives

A-1 To enable students to acquire knowledge and understanding of general psychology in terms of its origin, concept, objectives, branches and its relationship to other sciences.

A-2 Enabling students to gain knowledge and understanding of the contributions of Muslim scholars in the field of psychological studies.

A-3 Enabling students to gain knowledge and understanding of the schools of psychology and the intellectual orientations of each.

A-4 To enable students to acquire knowledge and understanding of human behavior and its underlying physiological and psychological principles. A-5 To enable students to acquire knowledge, understanding, analysis, and interpretation of the motives behind human behavior. A-6 To enable students to acquire knowledge, understanding, analysis, and interpretation of human emotion. A-7 To enable students to acquire knowledge and understanding of learning in terms of its meaning, importance, conditions, and theories, with a focus on Plov's classical conditioning theory and Köhler's insight learning theory. A-8 To enable students to acquire knowledge, understanding, analysis, and interpretation of sensation, perception, and attention. A-9 To enable students to acquire knowledge, understanding, and interpretation of personality.

B - The skills-based objectives of the course.

1 - Analyzing the concepts included in the curriculum.

-2 Acquiring the skill of identifying the theoretical and applied branches of psychology.

-It evaluates psychology schools.

-4 Using learning theories in schools.

Teaching and learning methods

-1 The meeting or lecture -2 Interrogation -3 Discussion and problem-solving -4 Requiring students to visit the library and the international information network.					
Assessment					
methods: 1. Educational applications 2. Individual and group research papers. 3. Daily tests (homework questions related to the course material). 4. Monthly written tests (objective and essay)					
Affective and value-based objectives C -1 Developing students' awareness of the basic knowledge, information and concepts of general psychology. -2 Students should show interest in general psychology topics and take responsibility for self-learning. -4 Students' appreciation of the role of general psychology in the educational process.					
Teaching and learning methods					
Problem solving brainstorming Simulation					
Assessment					
methods: 1. Oral tests. 2. Daily tests (homework questions related to the subject matter). 3. Individual and group research papers. 4. Monthly written tests (objective and essay).					
d - General and transferable skills (other skills related to employability and personal development). 1. To enable students to write short individual and group research papers in the field of general psychology. 2. To enable students to write educational research reports on some psychological disorders. 3. Enabling the student to write educational research reports about the mental processes that take place within the human mind. 4. Enabling the student to master effective communication skills between peers and the course instructor. 5. Analyzing the educational and behavioral problems that he will face as a teacher in the future and developing appropriate solutions for them.					
Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Hours required learning outcomes		Week
Exams Daily	The meeting Interrogation discussion	General psychology: Its origin, development, and concept Its objectives and branches.	Enabling students to: -1 Understanding how general psychology came about. -2 Defining the basic concepts of general psychology. -3 Statement of the objectives of general psychology. -4 Distinguishing between the theoretical and applied branches of general psychology.	3	First

Class participation	Presentation and discussion	Psychology is related to other sciences. Schools of psychology. The role of Arab and Muslim scholars in the field of psychology.	Enabling students to: -1 Defining the relationship of psychology to other sciences. -2. Identifying the most important schools of psychology. -3 Understanding the role of Arab and Muslim scholars in the field of psychology.	3	the second
Writing short research papers Or individual or group reports on the subject	Discussion and questioning And solving problems	behavior Factors influencing behavior (heredity and environment)	Enabling students to: 1. Understanding the concept of behavior. 2. Analyzing the factors that influence behavior.	3	the third
Exams Daily	Presentation, discussion, and questioning	Motives	Enabling students to: -1 Understanding the concept of motives and their functions. • Understanding how to measure motivation. • Classifying types of motivation. • Providing examples	3	Fourth
Writing short research papers Or individual or group reports on the subject	Discussion and questioning And solving problems	emotions	of motivation. Enabling students to: 2. Understanding the concept of emotions. Knowing the characteristics of emotions. -3 Understanding the physiological changes that accompany emotional distress. -4 Identifying the most important theories that have explained emotion. -5 Recognizing the importance of emotions. -6 Give examples of	3	Fifth

			Emotions.		
First month test					Sixth
Class participation	Interview, questioning, and discussion	Learning	Enabling students to: -1 Understanding the concept of learning and its conditions. -2 Understanding the relationship between learning and maturation. -3 Identifying types of learning	3	Seventh
Class participation	Interview, questioning, and discussion	Learning theories (Baflouf's classical classical conditioning theory)	1- Students' comprehension of the concepts of classical classical conditioning theory by Pavel -2 Analyzing the laws that explain the relationship between conditioned and unconditioned stimuli.	3	Eighth
Exams Daily	Interview, questioning, and discussion	Kohler's theory of insight learning.	1- Students' understanding of insight learning theory concepts -2 Analyzing the laws that explain learning according to insight.	3	Ninth
Class participation	Meeting, questioning, and problem-solving	Educational applications of learning theories	Designing a plan to confront Problems The educational and behavioral challenges that he will face as a future teacher and developing appropriate solutions for them.	3	tenth
Writing short research papers Or individual or group reports on the subject	Interview, questioning, and discussion	Sensation, perception, and attention	• Distinguishing between the concepts of sensation, perception, and attention. -2 Analysis of the psychological and neurological foundations of sensation, perception, and attention. -3 Classification of special sensations.	Eleventh 3	

			-4 Analysis of the factors that influence attention and its distractions.		
Exams Daily	Interview, questioning, and discussion	Personality	1-Understanding the concept of personality. -2 Identifying the influencing factors in personality. -3. Analyzing personality traits. -4 Understanding personality types.	3	twelfth
Second month test					thirteenth
Discussion of individual and group research and reports					fourteenth
General review					fifteenth
• Infrastructure					
			1. Required textbooks		
Mohammed Shamsi, Abdul Amir (2011) General Psychology - Al-Zaghoul, Imad and Ali Al-Hindawi (2004) Introduction to Psychology - 3 Abdul-Khaliq, Ahmed Ahmed (1997) Foundations of Psychology Other books: 1-			2. Main References (Sources)		
Muhammad Shamsi, Abdul Amir (2011), General Psychology: Journals of Educational and Psychological Research -3 Fields of Psychological Studies -			List of recommended books and references in the reports , Scientific journals)) ,...,		
Utilize educational websites related to the course topics.			Electronic references, websites... Curriculum		
development plan					
-1 Utilizing the services of electronic libraries and the international information network 2- Distributing questionnaires to students to determine the extent of their academic and psychological benefit from the course. 3. Conducting professional development courses for students and faculty members					

Course description template

Course Instructor: Dr. Ali Nayef Majeed

Course Description: History of Ancient Iraq

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether He has made the most of the available learning opportunities. These must be linked to the program description.	
College of Basic Education	Educational institution
the date	2. Academic Department/Center
Ancient History of Iraq 1302	3. Course Name/Code

mandatory	4. Available attendance formats
First/First	5. Semester/Year
30 hours	6. Total number of study hours
1/10/2024	Date this description was prepared. 7. Course
Objectives	
8-1 Enabling students to learn about the geographical background of the Mesopotamian civilization.	
-2 Enabling students to understand and highlight the most important cultural characteristics of Mesopotamia.	
-3 Introducing students to the most important sources and references used in teaching the subject	
-4 Enabling students to analyze and compare events in the ancient Stone Age.	
-5 Instilling virtuous values and habits in students, love for the homeland and its glorious history of achievements and noble values, and rejecting division and internal strife.	
Course outcomes, teaching and learning methods, and assessment	
13.	
a) Cognitive Objectives	
A-1 To enable students to acquire knowledge and understanding of the intellectual framework of the history of ancient Iraq.	
A-2 Enabling students to gain knowledge and understanding of the prominent events in the history of ancient Iraq.	
A-3 To enable students to gain knowledge and understanding of the most prominent cultural characteristics of the history of Iraq. A-4 To enable students to gain knowledge and understanding of the Stone Ages of ancient Iraqi history.	
A-5 To enable students to acquire the knowledge and understanding to analyze and interpret the events of the Dawn of the Dynasties.	
A-6 To enable students to acquire knowledge and understanding of the most important sources and references for studying the history of ancient Iraq.	
B - The skills-based objectives of the course.	
B1 - Compares the ancient Stone Ages.	
B2 - Analyzes historical events and their causes. B3 -	
Writes a paper or research on any topic related to the history of ancient Iraq.	
B-4 gathers information about the most famous dynasties that ruled ancient Iraq.	
Teaching and Learning	
Methods - 1. Providing students with the fundamentals and topics related to the history of ancient Iraq	
-2 Clarification and explanation of the course material by the course instructor.	
-3 Students are required to visit the library and consult sources for studying the history of ancient Iraq.	
-4 Improving students' skills by visiting websites to gain additional knowledge about the history of ancient Iraq.	
-5 Using methods of lecturing, questioning, and discussion in some topics that require the discussion method.	
Assessment methods	
-1 Daily tests with specific questions.	
-2 Assigning grades for homework and class participation.	
-3 Assigning students to complete research on the history of ancient Iraq and assigning grades for it.	
-4 monthly tests with objective and essay questions.	
Affective and value-based objectives C-	
C-1: To interpret and analyze the events of the study of the history of ancient Iraq.	
C-2 differentiates between the nature of the kings' policies in the history of ancient Iraq.	
C-3 evaluates some historical texts and information.	
C-4 compares the history of the Paleolithic, Neolithic, and Metallurgical periods	
Teaching and learning	
methods - 4. Problem-solving methods.	
-5 Brainstorming.	
-6 Simulation.	
Assessment methods	
-1 The written exam to measure the student's ability to think, analyze and deduce.	
-2 Requesting comparisons between the kings of the city-states and their most important works.	
-3 Writing research papers highlighting the administrative and military role of the history of ancient Iraq.	
-4 daily exams with questions that require critical thinking and deduction.	

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

D-1 Uses contemporary sources and references, and contemporary historical terminology and connotations.

D-2 Forming groups of students to study the important events and figures in the history of ancient Iraq and to reach scientific and objective conclusions regarding them.

3. Utilizing historical departments, museums, and state institutions related to history and heritage to enhance and disseminate students' knowledge.

4. Utilizing research centers and libraries containing manuscripts and historical documents to broaden students' understanding and facilitate the writing of historical research papers.

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The Stone Ages: The Paleolithic Age and the Neolithic Age The Chalcolithic Age	Enabling students to know and understand the geographical background of the Mesopotamian civilization	2	First
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1- Meeting or lecture 2- Questioning 3- Problem solving	The Dawn of the Dynasties or City-States (Syrians) (2800-2371 BC)	Enabling students to know and understand the most prominent cultural characteristics	2	the second
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Sargon of Akkad and his successors the administrative characteristics and civilization.	To enable students to know and understand reasons for the rise of the Akkadian state and its	2	the third
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Third generation of Ur	To enable students to know and understand the reasons that led to the collapse of the unified state (the Gutians).	2	Fourth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	R Aisen R Alrasah R Ashnona	To enable students to learn about and understand the most important Amorite kingdoms	2	Fifth

		First month exam		2	Sixth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Liberation wars on the Iraqi front Liberation wars on the Levant front	Enabling students to know and understand the causes of liberation wars	2	Seventh
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	- The era of Hammurabi - Cultural features - Administrative characteristics - Its most prominent kings	Enabling students to know and understand the Old Babylonian Testament	2	Eighth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	R Kalh R Ashur Nineveh	Enabling students to learn about and understand the most important Assyrian cities	2	Ninth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	- Old Assyrian Period - Middle Assyrian Period Neo-Assyrian Period	To enable students to know and understand the most important periods of Sumerian and Akkadian dependency.	2	tenth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Nebuchadnezzar II's most important achievement: the fall of Babylon	Enabling students to know and understand what the Babylonian Renaissance was.	2	eleventh
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The Achaemenid Persians	To enable students to know and understand the most important reasons that led to the foreign occupation in 539 BC.	2	twelfth
		Second month exam		2	thirteenth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Macedonian era - The Persians - The Samanid Persians	Enabling students to know and understand the nature of ancient historical eras	2	fourteenth
-1 Daily tests	-1 The meeting or	Hittites	Enabling students to know	2	Fifth

With specific questions	Lecture 2 - Questioning - 3 - Problem Solving	- Cashioms	Understanding the nature of foreign occupation		ten
2. Class participation in preparing the lecture.					
3. Writing a paper on the topic.					
Infrastructure					
- Al-Tabari, History of the Prophets and Kings; Ibn Khaldun, The Introduction - Al-Mawardi, Al-Ahkam Al-Sultaniyya: A			1. Required textbooks		
Political and Social History, Hassan Ibrahim Hassan			2. Main References (Sources)		
- The Political and Cultural History of Ancient Iraq / Amer Suleiman Introduction to the History of Ancient Civilizations / Taha Baqir, Scientific Journal Reports, (- The Arab Historian Magazine / Baghdad			The electronic and the references that are very important - An		
net.alrashead.www://http/ http://arabic.irib.ir http://alwelayah.net			B. Electronic references, websites...		
Curriculum Development Plan: 1.					
Conducting training courses in the field of literature and heritage.					
2. Conducting training courses in the verification of manuscripts and historical documents related to the history of ancient Iraq.					
3. Websites specializing in history, such as the Islamic History Group or the Graduate Studies in History Group, and social networking sites such as Facebook and Twitter.					
4. Organizing scientific trips to historical and archaeological sites.					
5. Specialized scientific lectures on history hosted by distinguished professors from other Iraqi universities or from other colleges within the university					
6. Inviting specialists in manuscripts, documents, and archives to meet with students and give quality lectures in those fields.					
7. Assigning students to conduct research and studies on the history and culture of Iraqi society by visiting the Al-Mirdan area using scientific and accurate questionnaires that demonstrate the importance of social structures.					
Characteristics of Iraqi society					

Course description template

Course Instructor: Dr. Samah Nouri Course Description: History of the Arabs Before Islam

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. These must be linked to the program description.	
University of Diyala / College of Basic Education,	2. Educational
History	Institution. 3. Academic
History of the Arabs before Islam / 1303	Department/Center. 4.
mandatory	Course Name/Code. 5. Available Attendance
First/First	5. Semester/Year
30 hours	6. Total number of study hours. Date this
2024/10/1	description was prepared.
Course objectives.	
-1 Enabling students to learn about the most prominent political events in the Arabian Peninsula, Iraq, and the Levant	
2. To enable students to understand the reasons for the proliferation of city-states before Islam. 3. To	
introduce students to the most important sources.	
4. To enable students to analyze events and compare them with Islamic eras. 5.	
To introduce students to Arab history in the Islamic era.	

Course Outcomes, Teaching and Learning Methods, and						16
Assessment: A- Cognitive Objectives: A-1 To enable students to acquire knowledge and understanding of the intellectual framework of pre-Islamic Arab history. A-2 To enable students to acquire knowledge and understanding of the prominent events in pre-Islamic Arab history. A-3 To enable students to acquire knowledge and understanding of the most prominent historical figures who played a role in political and economic events. A-4 To enable students to acquire knowledge, understanding, analysis, and interpretation of the events that occurred in the Arab countries. A-5 Enabling students to acquire knowledge and understanding of the most important sources of pre-Islamic Arab history						
B - The skills-based objectives of the course. B1 - Analyze historical events and explain their causes. C2 - Compare events in Arab countries before Islam and during the Islamic period. C3 - Evaluate some famous Arab figures. C4 - Gather information about the most important events in Arab countries during the pre-Islamic period.						
Teaching and learning methods						
-1 The meeting or lecture 2. Questioning 3. Discussion and asking students to visit the library and the internet						
Assessment						
methods - 1. Daily tests with homework questions related to the subject matter -2 Submitting research papers containing a well-structured scientific plan on pre-Islamic Arab history and assigning grades to them -3 Conducting monthly tests with objective and essay questions						
Affective and Value-Based C- Objectives: C-1. To interpret and analyze events in pre-Islamic Arab history. C-2. To compare pre-Islamic and Islamic Arab history. C-3. To evaluate historical texts and information. C-4. To differentiate between the policies of pre-Islamic Arab states in the Arabian Peninsula, Iraq, and the Levant.						
Teaching and learning						
methods: 1- Problem-solving 2- Brainstorming 3- Simulation						
Assessment methods						
1. A written exam to assess the student's ability to think, analyze, and deduce. 2. A request to draw comparisons between political figures who ruled during a period of pre-Islamic Arab history. 3. Writing research papers on events and figures in pre-Islamic Arab history.						
D - General and transferable skills (other skills related to employability and personal development). D-1 Enabling the student to write a research paper about one of the Arab figures before Islam D-2 Enabling the student to summarize a reference or source on pre-Islamic Arab history in one-tenth of its size 3. Developing the student's ability to analyze information. 4. Enabling the student to use maps that represent the study areas before Islam.						

Course structure						17
Evaluation Method	Unit/Topic Name	Teaching Method	Required learning outcomes	Hours	Week	
Daily tests	Discussion presentation -2	-1 Knowledge of the sources of ancient Arab history	Enabling students to understand the non-writing of Arab history	2	First	

	ý	-2 The Bible and writings / Hebrew Bible, commentaries and explanations / Greek, Latin and Syriac books -3 The Arab Islamic sources of the codified	The grave of Islam and the reliance on the palace and the transmitted oral narratives		
Write a paper on the subject	Problem solving	Location and importance	The students were able to learn the geography of the Arabian Peninsula	2	the second
Class participation: Daily exams	Discussion and interrogation	Causes and consequences of naming	Knowledge of pre-Islamic hierarchies	2	the third
	Presentation and discussion	(The tribe) in the Arabian Peninsula	Political life in the Arabian Peninsula before Islam: The Yemeni	2	Fourth
Write a paper on the subject	Problem solving	a) The designated state, -2 The Qatabanian State, -3 The Hadramite	states before Islam	2	Fifth
Daily tests	Discussion and interrogation	State, -4 The Saraba'i State, -5 The Himyarite State	Yemen before Islam	2	Sixth
The first month of liberation	The first month of liberation	First month exam	First month exam	2	Seventh
Class participation	The debate and the interrogation	The Nabataean Kingdom, -2 The Palmyrene Kingdom	Arab states in the Levant and Iraq	2	Eighth
Class participation	discussion	-3 The Ghassanid State Lakhmid state -5 Kingdom of Kinda	Arab states in the world - 4 The Syria and Iraq	2	Ninth
Write a paper on the subject	Problem solving	, A- Mecca, B- Yathrib Taif	Cities of the Hejaz	2	tenth
Daily test	Reading and discussion	The family in pre-Islamic Arab society	Social life among the Arabs before Islam	Eleventh 2	
Write a paper on the subject	Reading and discussion	1. Idols, the Colors. -3. The minimum amount	religious life of the Arabs. 2. Before Islam	2	twelfth
Daily test	discussion and interrogation	(nisab) -4. Hajj -5 External religions A- Judaism b- Christianity C. Other religions	The dinar life of the Arabs before Islam	Thirteenth 2	
Discussion and presentation: Writing a paper on the topic		A. Trade b-Industry C- Agriculture	Economic conditions among the Arabs before Islam	Fourteenth 2	
The second freed spark	The second freed spark	Second month exam	Second month exam	fifteenth 2	
18. Infrastructure					
1. Basic texts 2. Required books -3 other			1. Required textbooks		

-1 Jawad Ali, The Detailed History of the Arabs Before Islam -2 Hashim Yahya Al-Malih, The Mediator in the History of the Arabs Before Islam -3 Other Books	2. Main References (Sources)
-1 Abbas Mahjoub, Education in Pre-Islamic and Post-Islamic Eras -2 Muhammad Bayumi Mahran, Studies in the History of the Ancient Arabs	The electronic and the references that are used in scientific journal reports...
-1 Wikipedia -2 The Arabic World Encyclopedia	B. Electronic references, websites...
Curriculum Development Plan	
Utilizing the services of electronic libraries and the international information network	-1
Conducting development courses for students and instructors	-2
Undertaking scientific trips	-3

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Course description template

Course Instructor: Dr. Aboud Turki / Mr. Ali Hadi

Course Description (General Geography)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. These must be linked to the program description.

College of Basic Education	Educational Institution,
- History	Academic Department/
General Geography 1301 Hist	Center, Course Name/
	Code, Available Attendance
(Compulsory) - First Semester/First Stage	Forms, Semester/
30 hours	Year, Total Credit Hours, Date of
2024/10/1	Preparation of this Description,
Course Objectives	
Students' knowledge of general geography	
principles; students' knowledge of the four cardinal directions and secondary	
directions; students' knowledge of the Earth's atmosphere.	

Course outcomes, teaching and learning methods, and assessment	20
A- Cognitive Objectives A-1 To enable the student to acquire theoretical knowledge of general geography. A-2 To enable the student to acquire knowledge and understanding of the classification of the main branches of geography. A-3 To enable the student to acquire knowledge and understanding of the most important sources and references in general geography. A-4 To enable the student to acquire knowledge and understanding for field study. A-5 To enable the student to acquire the knowledge and understanding to analyze and interpret ancient geographical discoveries. A-6 To enable the student to acquire knowledge and understanding of the development of the science of geography. B- Course-Specific Skills Objectives: B1- Specific skills in distinguishing between types of winds and their directions. B2- Specific skills in analyzing and interpreting the components of outer space. B3- Specific skills in how to study the general geography curriculum and its main branches. Teaching and Learning Methods: Lecture or presentation, practical demonstration (using the geography lab). Students are required to visit the library and consult the diverse geographical resources; field study; evaluation methods.	-1 -2 -3 -4

Daily tests with specific questions, marking for homework and class participation, monthly tests with objective and essay questions. Affective and		-1 -2 -3
value-based objectives: C-1 To C-4 explain and analyze the method of human geography research and its branches. C-2 To differentiate between mountains, plains, hills, and plateaus. C-3 Some famous geographical researchers evaluate physical geography. C-4 Explains geographical phenomena discovered by scientists through travel literature.		
Teaching and learning		
methods: Problem-solving method, brainstorming,		-1 -2 -3
simulation		
method. Assessment methods: Written tests to measure the student's ability to think, analyze, and deduce; writing research papers about some countries including some geographical topics; daily exams with intellectual and deductive questions.		-1 -2 -3
D - General and transferable skills (other skills related to employability and personal development). D-1 Use contemporary sources and references. D-2 Form a group of students to study an ancient civilization and its achievements. D-3 Utilize state institutions related to maps to increase and diversify students' knowledge. D-4 Utilize documentation centers and libraries that contain manuscripts and historical material that confirm and document the achievements of those civilizations.		21
Methodology books... ..A	Infrastructure: 1a Required	
collection of lectures by the flexible author of the General Geographical Studies Department, according to the prescribed vocabulary in the curriculum,	textbooks. 2a Main references (sources).	
published in the Journal of the Iraqi Geographical Society... Journal of the Union of Arab Geographers	The recommended books and references reports are scientific journal	
Geographical Encyclopedia	b) Electronic references, websites	

Course structure					22.
Evaluation Method	Unit/Topic Name /	Teaching Method	Hours Required Learning Outcomes: To enable students to know and understand	Weekly	
structural	Lecture	Physical and human geography, and their sub-branches, are concerned	General Geography and its branches	2	1
structural	Lecture	with landforms, climate, and soil; volcanic, political,	Physical Geography	2	2
structural	Lecture	transportation, industrial, and economic geography; mountains, plains, and hills, and the	Human Geography	2	3
structural	Lecture	definition of each; and the definition of climate, weather, temperature,	The most important types of terrain	2	4
structural	Lecture	humidity, and pressure.	Climate and its elements	2	5
structural	Lecture	The most important factors affecting the soil, such as erosion, weathering,	Soil and its components	2	6
structural	Lecture	and sedimentation, their definition, and the work involved	Water resources and their maintenance	2	7
My building,	The lecture	in their development and maintenance. First Month Exam. The		2	8
my building		lithosphere, hydrosphere, biosphere, gaseous envelope, and the solar system.		2	9
My building,	Laboratory	Longitude and latitude lines, their numbers and benefits, oceans and seas		2	10
my building	lecture	The natural and human factors that influence population	and their flow, the most important straits and passages, volcanoes and	2	11
structural	Lecture	distribution, and the economic impact of economic indicators on the	their distribution across the globe, and the most important factors influencing this.	2	12
structural	Lecture	population's standard of living, are all factors considered in this study.	Diverse population activities (agriculture, industry, transportation, and mining) -	2	13
structural	field		Second Monthly Exam	2	14
				2	15
Curriculum Development Plan:					
Commitment to Sectorality					

First stage / Second semester

Course description template

Emad Ali Sarhan, Course Instructor: M.

Course Description (Arabic Language)

This course description provides a concise summary of the course characteristics and the learning outcomes expected of the student.

Making the most of available learning opportunities. These opportunities must be linked to the program description.

University of Diyala / College of Basic Education

Educational institution

Cultural Materials / Department of	Academic Department/
History, Arabic Language / 1103Univ	Center Course
	Name/Code Available
Mandatory Second/First	Attendance
30 hours	Forms Semester/Year Total Credit
of this	Hours Date of Preparation
year, Description of the Course Objectives: By the end of the academic	
1. Learn the parts of speech. 2.	
Learn the types of knowledge. 3.	
Learn the singular, dual, and plural forms (verses	
from the Holy Quran, from Surah Al-Qamar, and the Prophet's sermon, peace and blessings be upon him), 4. Learn literature : Explain, analyze, and memorize the following poems: Ibn Zaydun's	
A poem by Ahmed Shawqi. , Nuniyyah and Abu Dhu'ayb al-Hudhali's 'Ainiyyah, and the Prophet's greeting to the Ansar after the Battle of Hunayn.	

Course Outcomes, Teaching and Learning Methods, and
Assessment: A- Cognitive
Objectives: A-1
Knowledge and Understanding; A-2 Enabling students to acquire knowledge and understanding of the parts of speech; A-3 Enabling students to acquire knowledge and understanding of the types of knowledge; A-4 Enabling students to acquire knowledge and understanding of singular, dual, and plural forms; A-5 Enabling students to acquire knowledge and understanding in literature.
B - The skills-based objectives of the course.
B1 - Skills in explaining, analyzing and memorizing the following poem.
B2 - Skills related to the topics of the lesson.
Teaching and learning methods:
Clarification and explanation of the subject matter.
-2 Model display method
-3 Lecture method -4 Self-learning method
Assessment
methods: 1. Daily tests with specific questions
2. Assigning grades for homework and class participation.
3. Assigning students research and reports on the course material. 4.
Monthly tests with objective and essay questions.
Affective and value-based goals C-
C-1 To understand the importance of studying the subject matter and its real-life applications.
C-2 To understand the importance of the influence of monotheistic beliefs on life.
Teaching and learning methods:
1- Explanation and clarification
-2 Model display method
-3 Self-learning methods and
assessment methods
1- Theoretical tests.
-2 Reports and studies.

Evaluation Method	Teaching method	Unit/Topic Name	Hours required learning outcomes		Week
Structural evaluation report	Lecture	Grammar	Learn the noun: its definition, its sign	2	1
Structural evaluation report	Lecture	Grammar	Learn the science of pronouns, demonstrative pronouns, relative pronouns, the definite article, the noun. In addition.	2	2
Structural evaluation report	Lecture	Grammar	Learn the dual form and its grammatical analysis	2	3
Structural evaluation report	Lecture	Grammar	-The masculine plural, its conditions and declension. - The sound feminine plural, its conditions and declension, the broken plural, and its patterns, plurals of paucity and abundance	2	4
Structural evaluation report	Lecture	Grammar	Learn the five nouns	2	5
The first month's exam consists of various tests and exercises related to the topic.				2	6
Structural evaluation report	The lecture will explain, analyze, and memorize the following poem.	Literature	The long poem by Zuhair bin Abi Salma, which begins: (I pass by the mother of Awfra, the one who is in the dark, the one who is in the dark, the one who is in the dark, the one who is in the dark).	2	7
Structural evaluation report	Lecture	Literature	Verses of the Holy Quran) Maran Sarura The	2	8
Structural evaluation report	Lecture	Literature	Moon (The Prophet's sermon to the Ansar after The Battle of	2	9
Structural evaluation report	Lecture	Literature	Hunayn, a poem by Abu Dhu'ayb al-Hudhali	2	10
Structural evaluation report	Lecture	Literature	Ibn Zaydun's Nuniyya	2	11
Structural evaluation report	Lecture	Literature	Poem by Ahmed Shawqi	2	12
Structural evaluation report	Lecture	Literature	The light of guidance was born, and all creation was illuminated.	2	13
Structural evaluation report	Lecture	Literature review		2	14
Second month exam: objective tests				2	15

Infrastructure 1:	
There is no	Required textbooks
Explanation of Qatr al-Nada wa Ball al-Sada, by Ibn Hisham. Comprehensive Grammar, Abbas Hassan.	2. Main References (Sources)
The writings of the ancient grammarians. Mustafa al-Ghalini, Comprehensive Collection of Arabic Lessons. Journal of the Iraqi Scientific Academy.	The recommended books and references in scientific journal reports...

B. Electronic references, websites... The Comprehensive Library is the website of the Scientific Council. Al-Faseeh Network.	Lisan Al Arab blog website.
Curriculum Development Plan:	
Commitment to Sectorality	

Course description template

Course Name:		
Islamic Education		
Course Code:		
HIB06IE129		
Semester/Year:		
Second Semester/First Academic Year/2024-2025 Date this description was prepared:		
6/1/2025 Available attendance		
forms		
Attendance is		
mandatory. Total study hours/total units: 2 hours, 2 units		
Course Coordinator's Name (if more than one, please specify): Prof. Dr.		
iq.edu.uodiyala@te9basica Mahmoud Abdulrazzaq Jassim, Email:		
Course objectives,		
- To enable students to gain knowledge and understanding of the term "Islamic Education." - To enable students to gain knowledge and understanding of the importance of Islamic Education as a subject. - To enable students to gain knowledge and understanding of the existence of God Almighty and His proofs. - To enable students to gain knowledge and understanding through sensory deception. - To enable students to gain knowledge and understanding of the term "atheism" and its causes. - Enabling students to gain knowledge and understanding of the human mind's need for prophetic guidance. - To enable students to gain knowledge and understanding of prophecy and its mission, and the difference between a prophet and a messenger. - To enable students to gain knowledge and understanding of the humanity of prophets and messengers, and the benefits of experiencing human characteristics in prophets.	subject-specific objectives	
Teaching and learning strategies -		
Lecture (lesson). Strategy - Discussion (with students and listening to their opinions). - Brainstorming by presenting some societal problems related to the scientific material presented for the lesson and discussion. - And the presentation with the interrogation method through discussing some of the ideas that the students put forward. - Students are required to write scientific reports on the subject matter and related topics. - Students are asked to prepare a short lesson for their classmates to encourage them and develop their confidence. The		
course structure: Classes began on March 3rd and ended on April 28th.		
Evaluation Method	Learning method	Week Hours Required Learning Outcomes Unit or Topic Name

Monthly achievement tests	delivery Interrogation and discussion brainstorming	- The terminology of Islamic education. - The existence of God Almighty and its proofs. - First monthly exam. - The deception of the senses and atheism. - The human mind and the guidance of prophecy. - Prophecy and its mission. - The humanity of the prophets and messengers. Human characteristics of prophets - The second exam. - Listening to and discussing student reports.	Bachelor's degree in Education	Two hours Two hours Two hours Two hours Two hours Two hours Two hours	First the second the third Fourth, fifth, sixth, seventh Eighth Ninth
Course evaluation					
- 60% of the grade is based on the end-of-term exam. - 40% is based on coursework, divided as follows: -1. 20% for written exams, for each exam. -2. 10% for student attendance at the lecture and preparation of the scientific material. -3% for writing and discussing assigned reports in class. Learning and teaching resources: Required textbooks (methodology, if applicable).					
- The Book of the Foundations of Islamic Religion, by Dr. Qahtan Al-Douri and Dr. Rushdi Alian. -			Main References (Sources)		
Moderation in Belief / Al-Ghazali. - Thoughts, Interpretation of Al-Shaarawi. - Theology, Jurisprudence, Reason and Revelation / Hassan Hanafi. Research, studies,			Recommended supporting books and references (scientific journals, reports, etc.)		
and academic papers published on the official websites of Iraqi universities and colleges, covering most Islamic studies related to Islamic education, are available during the course period. For example, the website of the College of Basic Education at Diyala University includes: http://www.basicedu.uodiyala.edu.iq - University of Diyala, College of Islamic Sciences. - University of Baghdad, College of Islamic Sciences.			Electronic references, websites		

Course description template

Course Instructor: Ms. Nadia Ahmed

Course Description (English Language)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether He had made the most of the available learning opportunities. This must be linked to the program description.

College of Basic Education - University of Diyala	Educational institution
Cultural Materials / Department of	Academic Department /
History, English Language / 1105Univ	Center Course Name /
Second/	Code Available Attendance
First Mandatory	Forms Semester / Year

45 hours	Total number of study hours, date
10/1/2023	this description was prepared,
course objectives	
The course aims to develop the student's language skills, improve their scientific research methods, enhance their literary style, empower them in the cognitive, scientific, and educational aspects, and develop their personality by focusing on character building through educational and cultural lessons and materials.	

Course Outcomes, Teaching and Learning Methods, and Assessment: A- Cognitive Objectives: A-1 To enable the student to acquire basic language skills. A-2 To develop conversational skills through inside and outside the classroom. A-3 To develop writing skills through activities A-4 Developing the ability to express oneself literarily A-5 Developing the scientific research method A-6					
B - The skills-based objectives of the course. B1 - Improving the student's language skills B2 – Developing the scientific research method B3 – Improving the ability to express oneself. B-4 – Developing writing skills.					
Teaching and learning methods The material is presented in a modern, colloquial style, and the discussion method is used in presenting the material.					
Assessment methods: 1- Oral tests 2- Written tests 3- Activities and research					
Affective and value-based objectives C C-1 Focus on educational goals C-2 Consolidating scientific objectives C-3 Developing cognitive objectives. C-4 Establishing general human objectives.					
Teaching and learning methods Give an opportunity for discussion The method of presenting the educational material using modern techniques and assessment					
methods - 1. Oral questions -2 Written questions					
d) General and transferable skills (other skills related to employability and personal development). d-1 Developing basic language skills 2- Developing speaking and writing skills. 3- Developing the student's personality. D-4 Developing the scientific research methodology:					
Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hour T	Week
Oral or written test	Presentation and discussion	General English	Nouns	3	First and second
Oral Presentation and			Gender	3	The fourth-third

or written test	discussion				
Oral or written test	Presentation and discussion		Examination	3 and 6-5	
Oral or written test	Presentation and discussion		Verbs	3	The eighth-seventh
Oral or written test	and Presentation discussion		Tenses	3	Ninth and tenth
Oral or written test	Presentation and discussion		Examination	3	Eleventh and Twelfth
Oral or written test	Presentation and discussion		Reading passages	3	Thirteenth- Fourteenth- Fifteenth

Curriculum Development Plan	
-1. Accessing periodicals, websites, workshops, and training for teaching staff, and participating in specialized seminars with all other institutions.	
Infrastructure	
Englishgrammar of rapid review	1. Required textbooks
Developing skills by-Alexander LG	Main Sources (References) 2
Developing skills by-Alexander LG	The fields Recommended books and references reports, (scientific
	B. Electronic references, websites...

Course Description Template

Course Instructor: Prof. Dr. Samira Mahmoud Course Description (Principles of Education) This course description

provides a concise summary of the course characteristics and the learning outcomes expected of the student, demonstrating a clear understanding of the course.

He has made the most of the available learning opportunities. These must be linked to the program description.

University of Diyala / College of Basic Education	Educational institution
Educational Materials / History Department	Academic Department /
Basic Education / 1202 Coll	Center Course Name /
	Code Available Attendance Forms
Compulsory Second / First	Semester/Year
30 hours	Total number of study hours. Date of
2024/10/1	preparation of this description.
By the end of the academic year, the student should be able to: Course	

1. Learn the basic concept of education and its historical development.
2. Learning the inputs of the basic education system
3. Learning the basic educational objectives
4. Learning the characteristics of basic education
5. Learn the justifications for adopting basic education. 6.
Learn about basic education in some Arab countries. 7. Learn about
basic education in a number of foreign countries.
8. Learn basic education in the United States of America. 9. Learn about some of
the problems facing education in Iraq and try to address them.

Course Outcomes, Teaching and Learning Methods, and Assessment:
A- Cognitive Objectives A-1 Knowledge and Understanding A-2 To enable students to acquire knowledge and understanding of the concept of basic education and its historical development. A-3 To enable students to acquire knowledge and understanding of the objectives of basic education. A-4 To enable students to acquire knowledge and understanding of the characteristics of basic education. A-5 Enabling students to acquire knowledge and understanding in basic education in some Arab countries. A-6 Enabling students to acquire knowledge and understanding in basic education in a number of foreign countries.
B - The skills-based objectives of the course. B-2 Skills related to the topics of the lesson.
Teaching and learning methods
Explanation and explanation of the course material -2 Model display method -3 Lecture method -4 Self- learning method Assessment
methods: 1. Daily
tests with specific questions 2. Assigning grades for homework and class participation. 3. Assigning students research and reports on the course material. 4. Monthly tests with objective and essay questions.
Affective and value-based goals C- C-1 To understand the importance of studying the subject matter and its real-life applications. C-2 To understand the importance of the influence of monotheistic beliefs on life.
Teaching and learning methods
- 1. Explanation and clarification - 2. Model presentation method -3 Self-learning method

Assessment
methods: 1- Theoretical tests. -2 Reports and studies. D
- General and transferable skills (Other skills related to employability and personal development). D-1 Skills in using references and terminology. D-2 Skills in collecting and analyzing data on the topic. D-3 Skills in interpreting theorems. D-4 Skills in making comparisons. D-5 Skills in developing one's own concepts about the topic.

Course					
Evaluation Method	Teaching method	Structure Unit/Topic Name Week	Hours Required Learning Outcomes Basic	Education Concept	
Formative assessment	Lecture	Learning Basic Education Concept and its Historical Development		2	1
Formative assessment	Basic Education System Lecture	Learning Inputs of the Basic Education System Inputs of the Basic Education System	Objectives of Basic Education Learning Objectives of Basic Education	2	2
Formative assessment		Education Lecture Characteristics of Basic Education Learning		2	3
Formative assessment	Justifications of Basic Education Lecture	Justifications for Adopting Basic Education for Adopting Basic Education Basic Education in Some Arab Countries		2	4
Formative assessment	Lecture		, Basic education in Jordan, basic education in Algeria, basic education in Egypt	2	5
Formative assessment	Lecture	Basic education in some parts of Yemen; basic education in Morocco Arab countries:		2	6
First month exam includes various tests and problem-solving exercises related to the topic.				2	7
Formative assessment	lectures; learning basic education in Bahrain, Arab countries; basic education in Iraq; learning basic education in a number of foreign countries;	Basic education in some Arab countries; basic education in Iraq; learning basic education in a number of foreign countries;		2	8
Formative assessment	Lecture	learning basic education in Japan. , Basic education in Britain, Basic		2	9
Formative assessment	Lecture	education in the United States, Basic education in Sweden, Basic education in the United States,		2	10
Formative assessment	Lecture	Basic education in Indonesia, Basic education in	Learn basic education in Germany	2	11
Formative assessment	Lecture	the United States, Some problems facing education in Iraq and attempts to address them,		2	12
Formative assessment	Lecture	Some problems facing education in Iraq and attempts to address them,	Failure	2	13
Formative assessment	Lecture	Second month exam: objective tests and problem-solving	leakage	2	14
				2	15

Curriculum Development Plan:	
Sectoral Commitment	
Infrastructure	
There is no	1. Required textbooks

In Comparative Education and International Education, Professor Dr. Abdul Hassan Al-Mousawi, 2004, Modern Book World	2. Main References (Sources)
Teacher Khalid Rahi Al-Fatlawi, Teacher Jinan Muhammad Abdul Khafaji, and Assistant Teacher Ibtisam Jaafar Jarwad Al-Khafraji, published the book "The History of Education" by Dar Al-Sadiq Cultural Foundation for Printing and Publishing in Babylon and Dar Al-Radwan for Publishing and Distribution in Imran, in its first edition.	The recommended books and references in scientific journal reports...
The first website for primary education in Algeria	Electronic references, internet sites...

Course description template

Course Instructor: Assistant Professor Akram Mohamed Ali

Course Description (History of the Near East)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating what... If he has made the most of the available learning opportunities, this must be linked to the program description.	
College of Basic Education	Educational institution
the date	10. Scientific Department / Center
History of the Near East (Ancient) 1305	11. Course Name/Code
mandatory	12. Available Attendance Forms
Second/First	13. Chapter/Year
30 hours	14. Total number of study hours. Date this
1/10/2024	description was prepared.
Course objectives.	
1. To enable students to learn about and understand the most prominent political events that the Near East region, including Egypt and the Levant, has experienced. 2. To familiarize students with the most important sources and references used in teaching the subject. 3. To enable students to analyze and compare historical events during the history of the Near East. 4. To instill in students virtuous habits, love of country and its glorious history of achievements and noble values, and to reject division and internal strife.	

Learning Outcomes, Teaching and Learning Methods, and
Assessment: A- Cognitive
Objectives: To enable students to acquire knowledge and understanding of the intellectual framework of Near Eastern history; to enable students to acquire knowledge and understanding of prominent events in Near Eastern history; to enable students to acquire knowledge and understanding of the most prominent figures who ruled the Near East; to enable students to acquire knowledge and understanding of the most important events in Near Eastern history; to enable students to acquire knowledge and understanding to analyze and interpret Near Eastern history; to enable students to acquire knowledge and understanding of the most important sources and references for studying Near Eastern history. B-
Subject-Specific Skills Objectives: B1- Compares political events in the Near Eastern era. B2- Analyzes historical events and explains their causes

B3 - Write a paper or research on any topic in the history of the Near East. B-4 - Gather information about the most famous kings of the Near East.
Teaching and Learning
Methods: Providing students with the fundamentals and topics related to the history of the Near East; clarifying and explaining the course material by the course instructor; requiring students to visit the library and consult sources for studying the history of the Near East; improving students' skills through visiting websites to gain additional knowledge about the history of the Near East; discussing some topics that require discussion; using lecture, interrogation, and assessment methods; daily
assigning grades for
homework and class participation; assigning students to complete research projects in the history of the Near East; monthly tests with objective and essay questions; Thinking Skills: C-1. To interpret
and analyze events in the history of the Near East; C-2. To evaluate some historical texts and information; C-3. To compare the history of the Near East. Teaching and
Learning Methods:
Lecture or Interrogation; Description;
Assessment
Methods: Written exam to measure the student's ability to think, analyze, and deduce; requesting comparisons between political figures who ruled in the history of the Near East; writing research papers on events and figures in the history of the Near East that require in-depth studies and research; Daily tests under guidance. Intellectual
and deductive questions D - General and transferable qualification skills (other skills related to employability and personal development).
D-1 Uses reliable ancient sources and modern references. D-2 figures in the history of the Near East to reach scientific and objective conclusions Forms student groups to study important events and regarding them. Museums and state institutions related to history and heritage are involved to increase and diversify students' knowledge. D-3 Benefit from heritage departments. D-4 Benefit from libraries that contain manuscripts and reliable historical sources to utilize them.

Weekly course					
Evaluation Method	Teaching method	Unit/Topic Name	Hours required learning outcomes	structure	
1 - Daily quizzes with specific questions 2 - Classroom participation in preparing the lecture	1 - The delivery or Lecture 2 – Interrogation	1 – Paleolithic Ages - 2 Neolithic Ages - Chalcolithic Ages	To enable students to know and understand the nature of the history of the Near East (prehistoric	2	First
1 - Daily quizzes with specific questions 2 - Class participation in preparing the lecture. 1 -	1 - The delivery or Lecture 2 – Interrogation	1 – The beginning of the Dynastic Period - 2 – The Pyramid Period	times); to enable students to know and understand the ancient kingdom. And the era Al-Ahram	2	the second
Daily quizzes with specific questions. 2 - Class participation in preparing the lecture. 1 -	1 - The delivery or Lecture 2 – Interrogation	Its kings , One of them	enables students to learn about and understand the third dynasty.	2	the third
Daily quizzes with specific questions. 2 - Class participation in preparing the lecture. 1 -	1 - The delivery or Lecture 2 – Interrogation	Its kings , One of them	Enabling students to know and understand the fourth grade	2	Fourth
Daily quizzes with specific questions. 2 - Classroom participation in preparing the lecture	1 - The delivery or Lecture 2 – Interrogation	Its kings, one of its periods was decline	Enabling students to know and understand the fifth grade	2	Fifth
-	-	First Monthly Exam -	-	2	Sixth
1 - Daily quizzes with specific questions 2 - Class participation in preparing the lecture. 1 -	1 - The delivery or Lecture 2 – Interrogation	return , Family - Twelfth Grade - Stability	To enable students to know and understand the Middle Kingdom	2	Seventh
Daily quizzes with specific questions. 2 - Class participation in preparing the lecture. 1 -	1 - The delivery or Lecture 2 – Interrogation	Their name, their origin	Enabling students to know and understand the Hyksos	2	Eighth
Daily quizzes with specific questions. 2 - Classroom participation in preparing the lecture	1 - The delivery or Lecture 2 – Interrogation	One of them , Its rulers	Enabling students to know and understand the modern kingdom	2	Ninth
1 - Daily quizzes with specific questions 2 - Class participation in preparing the lecture 1 -	1 - The delivery or Lecture 2 – Interrogation	Building the Pyramids - 2. Management	Enabling students to learn about and understand the modern kingdom.	2	tenth
Daily quizzes	1 - The delivery or	1 – The Stone Ages	Student empowerment	Eleventh 2	

With specific questions 2 - Class participation in preparing the lecture. 1 -	Lecture 2 – Interrogation	Old -2 Modern Metal	From knowledge and understanding of the Levant		
Daily quizzes with specific questions. 2 - Class participation in preparing the lecture. 1 -	1 - The delivery or Lecture 2 – Interrogation	Their origin, their homeland	Enabling students to learn about and understand the Canaanites	2	twelfth
Daily quizzes with specific questions. 2 - Classroom participation in preparing the lecture	1 - The delivery or Lecture 2 – Interrogation	Their economic activities: 1- Agriculture, 2- Industry, 3- Trade	Enabling students to learn about and understand the Canaanites	Thirteenth 2	
1 - Daily quizzes with specific questions 2 - Class participation in preparing the lecture. 1 -	1 - The delivery or Lecture 2 – Interrogation	Their origins, their cities, their religious beliefs	Enabling students to learn about and understand Phoenician civilization	Fourteenth 2	
Daily quizzes with specific questions. 2 - Classroom participation in preparing the lecture	1 - Delivering and lecturing 2 – Interrogation	The system of government, their achievements, and economic life.	Enabling students to learn about and understand Phoenician civilization	fifteenth 2	

Infrastructure	
Introduction to the History of Ancient , 1 - Taha Baqir Civilizations: Egypt and the Ancient World – Abd al-Fattah Muhammad Wahba; Egypt and the Near East – Najib Mikhail; The Egyptian	1r Textbooks
Pyramids – Ahmad Fakhri; 1- Al-Tabari – History of the Prophets and Kings; 2- Al-Mas'udi – Meadows of Gold and Mines of Gems; The Complete History – Ibn al-Ayr; Saleh Ahmad al-Ali: Lectures	2. Help Books
on Arab History; 1- Holding training courses in the field of heritage and culture; 2- Holding training courses in the verification of manuscripts and historical documents; 3- Websites specializing in ancient history and Islamic history. 4- Organizing scientific trips to historical and archaeological sites.	This includes, for example, (URL) and Special requirements, periodicals, software, and online work sites

Social services include, for example, guest lectures, vocational training, and field studies.
1- Specialized scientific lectures on ancient and Islamic history, hosted by distinguished professors from other Iraqi universities or from other university colleges, delivering high-quality lectures in those fields. 2- Inviting specialists in antiquities and manuscripts to meet with students and assigning students to conduct research and studies on the reality of Iraqi society by going into the field using scientific and accurate questionnaires that reveal the characteristics and features of Iraqi society.
14- Curriculum Development
Plan: Commitment to Sectorality

Course description template

Course Instructor: Dr. Samah Nouri Fadhil

Course Description: History of the Prophetic Era

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether He had made the most of the available learning opportunities. This must be linked to the program description.

College of Basic Education	Educational institution
the date	Scientific Department / Center
The History of the Message Era 1306 Hist	Course Name / Code
Second/	Available attendance forms:
First Mandatory	Semester/Year
30 hours	Total number of study hours, date this
2024/10/1	description was prepared, course
objectives	
To enable students to know and understand the most prominent political events in the history of the era of the message.	
To enable students to understand the reasons for the occurrence of invasions and calls in the history of the era of the	
message. To introduce students to the most important sources and references approved in	
teaching the subject. To enable students to analyze events and compare them before and after the spread of Islam.	
Instilling virtuous values and habits in students, fostering love for the homeland and its glorious history filled with noble values, and rejecting division and internal	

strife. Course Outcomes, Teaching and Learning Methods, and
Assessment: A- Cognitive Objectives: A-1 To enable students to acquire knowledge and understanding of the intellectual framework of the history of the Prophetic era. A-2 To enable students to acquire knowledge and understanding of the prominent events in the history of the Prophetic era. A-3 To enable students to acquire knowledge and understanding of the most prominent figures who ruled in the history of the Prophetic era. A-4 To enable students to acquire knowledge and understanding of the most important battles in the history of the Prophetic era. A-5 To enable students to acquire knowledge and understanding to analyze and interpret the events of the history of the Prophetic era. A-6 To enable students to acquire knowledge and understanding of the most important sources and references for
studying the history of the Prophetic era. B- Course-Specific Skills Objectives. B1. Compares political events before and after the spread of Islam. B2. Analyzes historical events and their causes. B3. Writes a paper or research on any topic related to the history of the Prophet's era. B4. Gathers information about the most famous caliphs who ruled during the Prophet's era.
Teaching and learning methods
To provide students with the fundamentals and topics related to the history of the Prophetic era. The course material is explained and clarified by the instructor. Students are encouraged to visit the library and consult resources for studying the history of the Prophetic era. Their skills will be enhanced through visits to websites to gain further knowledge about this period. Lectures, presentations, questioning, and discussions will be employed on topics that require such methods.
Assessment methods
Daily tests with specific questions. Grading for homework and class participation. Assigning students research projects on the history of the era of the Prophet's mission and assigning grades for them.

Monthly tests with objective and essay questions.
Affective and value-based goals C- C-1 To interpret and analyze the historical events of the Prophetic era. C-2 To differentiate between the nature of the conditions before and after the spread of Islam. C-3 To evaluate some historical texts and information. C-4 To compare the history of the conquests and the reasons for the victories in the history of the Prophetic era.
Teaching and learning methods
A method for solving problems: brainstorming. Simulation.
Assessment methods
The written exam assesses the student's ability to think, analyze, and draw conclusions. Students are required to make comparisons between political figures who ruled during the Islamic era. They are also tasked with writing research papers on events and figures in contemporary Iranian history that require in-depth study and research. Daily quizzes consist of intellectual and deductive questions.
D - General and transferable skills (other skills related to employability and personal development). D-1 Uses contemporary sources and references, and contemporary historical terminology and connotations. D-2 Forming groups of students to study important events and figures from the history of the era of the message in order to reach scientific and objective conclusions regarding them. 3. Utilizing historical departments, museums, and state institutions related to history and heritage to enhance and disseminate students' knowledge. 4. Utilizing archaeological centers and libraries that contain manuscripts and historical documents to broaden students' understanding and facilitate the writing of historical research papers.

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Hours required learning outcomes		Week
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The Arab environment of the Prophet (PBUH) and the message: The life of the Prophet from birth until his mission	To enable students to know and understand the Arab environment of the Prophet (PBUH), the message, and the life of the Prophet from birth until his mission.	2	First
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1- Meeting or lecture 2- Questioning 3- Problem solving	The Islamic call in its original homeland: Principles and teachings of early Islam; The secrecy of the Islamic call	To enable students to know and understand the Islamic call in its original homeland, the principles and teachings of early Islam, and the secrecy of the Islamic call.	2	the second
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The public nature of the Islamic call and the factors that led to its rejection by the polytheists Methods of resistance by polytheists to the Islamic call; dimensions of the conflict between Muslims and polytheists against the Islamic call, and the dimensions of the conflict	To enable students to know and understand the public nature of the Islamic call, the factors that led to the polytheists' resistance to it, the methods of resistance employed by the polytheists against the Islamic call, and the dimensions of the conflict	2	the third
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The search for a new homeland for the Islamic call; an attempt to spread the Islamic call in Taif; presenting the Islamic call to the Arab tribes.	between Muslims and polytheists. To enable students to know about the spread of the Islamic call in Taif and its presentation to the Arab tribes.	2	Fourth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The spread of Islam began in the city The First Pledge of Aqaba, The Second Pledge of Aqaba, The Migration to Medina	To enable students to learn about how Islam spread in Medina, the First and Second Pledges of Aqaba, and the migration to Medina.	2	Fifth

		First month exam		2	Sixth, Seventh
Daily tests - 1 With specific questions Classroom participation - 2 In preparing the lecture, write a paper on - 3 the topic.	The presentation or - 1 Lecture and Interrogation - 2 Problem solving - 3	The Prophet's authority in Medina; the Prophet's regulations in Medina	To enable students to know and understand the Prophet's authority and his organization in Medina	2	
Daily quizzes with - 1 specific questions Classroom participation - 2 In preparing the lecture, write a paper on - 3 the topic.	Lecture or - 1 presentation - 2 Problem solving - 3	The city-state and jihad in order to initiate raids and expeditions	Enabling students to learn about the state of Medina, jihad in the path of God, and the beginning of raids and expeditions.	2	Eighth
Daily tests - 1 With specific questions Class participation - 2 in preparing the lecture: writing a paper on - 3 the topic	Lecture or - 1 presentation - 2 Problem solving - 3	The Battle of Badr and its results; the Battle of Uhud	Enabling students to learn about the Battle of Badr and its results, and the Battle of Uhud.	2	Ninth
Daily tests - 1 With specific questions Class participation - 2 in preparing the lecture: writing a paper on - 3 the topic	The presentation or - 1 Lecture and Interrogation - 2 Problem solving - 3	The Battle of the Trench, the Treaty of Hudaibiyyah	To enable students to learn about and understand the Battle of the Trench and the Treaty of Hudaibiyyah	2	tenth
Daily tests - 1 With specific questions Class participation - 2 in preparing the lecture: writing a paper on - 3 the topic	The presentation or - 1 Lecture and Interrogation - 2 Problem solving - 3	The move to fight Khaybar and its allies in the north, the Battle of Mu'tah	Enabling students to know and understand the approach to fighting Khaybar and its allies in the north and the Battle of Mu'tah	2	eleventh
Daily tests - 1 With specific questions Class participation - 2 in preparing the lecture: writing a paper on - 3 the topic	The presentation or - 1 Lecture and Interrogation - 2 Problem solving - 3	The sovereignty of Islam in Mecca The Battle of Hunayn and the Siege of Ta'if	To enable students to know and understand the sovereignty of Islam in Mecca, the Battle of Hunayn, and the siege of Ta'if	Twelfth 2	
		Second month exam		Thirteenth 2	
Daily quizzes with - 1 specific questions Classroom participation - 2 In preparing the lecture, write a paper on - 3 the topic.	Lecture or - 1 presentation - 2 Problem solving - 3	Tabuk Campaign Cat (Year of Delegations) 9	Enabling students to learn about and understand the Tabuk Campaign and the Year of Delegations	Fourteenth 2	
Daily tests - 1	The presentation or - 1	Enabling students to understand the Farewell Sermon		2	Fifth

With specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	Lecture 2 - Questioning - 3 - Problem Solving		And he understood the farewell argument.		ten
Infrastructure:					
The Prophet's Biography and the Rightly Guided Caliphate (Hashim Yahya Al-Malih)			1. Required textbooks; 2. Main		
(The Prophet's Biography) Ibn Hisham			references (sources); 3. Recommended		
(The Prophet's Biography and the Rightly Guided Caliphate) Hashim Yahya Al-Malih			The fields books and references; 4. Scientific reports...		
net.alrashead.www://http/ http://arabic.trib.ir http://alwelayah.net			B. Electronic references, websites...		

Curriculum Development Plan: 1.
Conducting training courses in the field of literature and heritage.
2. Conducting training courses in the verification of manuscripts and historical documents related to the modern and contemporary history of Iraq. 3. Specialized history websites such as the Modern History Group or the Postgraduate Studies in History group, and social media platforms such as Facebook and Twitter.
4. Organizing academic trips to historical and archaeological sites. 5. Hosting specialized academic lectures on history by distinguished professors from other Iraqi universities or from other colleges within the university.
6. Inviting specialists in manuscripts, documents, and archives to meet with students and give quality lectures in those fields.
7. Assigning students to conduct research and studies on the reality of Iraqi society by going into the field using scientific and accurate questionnaires that demonstrate Characteristics and features of Iraqi society

Course description template

Course instructor: Dr. Iyad Turkan Course Description: History of Europe in the Middle Ages

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether He has made the most of the available learning opportunities. These must be linked to the program description.	
College of Basic Education	17. Educational Institution
the date	18. Department/Center 19. Course
History of Europe in the Middle Ages 1307	Name/Code 20. Available
Second/	Attendance Forms 21. Semester/
First Mandatory	Year
30 hours	22. Total number of study hours. Date of
2024/10/1	preparation of this description. 23. Course
objectives. 24	
To enable students to learn about the most prominent political events in Europe during the Middle Ages	
2. To enable students to understand the reasons for the spread of Christianity and its role in the collapse of the Roman	
Empire. 3. To introduce students to the	
most important sources and compare them with the Middle Ages. 4. To enable students	
to analyze events .	

Course outcomes, teaching and learning methods, and assessment	23
A- Cognitive Objectives A-1 To enable students to acquire knowledge and understanding of the intellectual framework of European history. A-2 To enable students to acquire knowledge and understanding of the significant events in medieval European history. A-3 Enabling students to acquire knowledge and understanding of prominent European personalities who played a significant role in shaping political and economic events in the Middle Ages A-4 Enabling students to acquire knowledge, understanding, analysis, and interpretation of events that occurred in Europe A-5 Enabling students to acquire knowledge and understanding of the most important sources of European history in the Middle Ages	
B - The skills-based objectives of the course. B1 - Analyzing historical events and explaining their causes C-2 Compares events in Europe during the Middle Ages C-3 Some famous European figures of the Middle Ages are evaluated C-4 Gathers information about the most important European events in the Middle Ages	
Teaching and learning methods	
-1 The meeting or lecture -2 Interrogation -3 Discussion and requesting students to visit the library and the internet.	
Assessment methods	
-1 Daily tests with homework questions related to the subject matter -2 Submitting research papers with a well-structured scientific plan in European history and assigning grades to them -3 Conducting monthly tests with objective and essay questions	
Affective and Value-Based C- Objectives C-1: To interpret and analyze historical events in medieval Europe C-2 compares the history of Europe in the Middle Ages C-3 Evaluates some historical texts and information. C-4 Differentiates between the policies of European countries.	
Teaching and learning methods	
-4 Problem solving -5 Brainstorming -6 Simulation	
Assessment methods	
-4 Written exam -5 Request to make comparisons between political figures who ruled in Europe -6 Writing research papers on European events and figures	
D - General and transferable skills (other skills related to employability and personal development). D-1 Enabling the student to write a research paper about a European figure D-2 Enabling the student to summarize a reference or source on European history in one-tenth of its size D-3 Developing the student's ability to analyze information D-4 Enabling the student to use European maps	
5. Introducing students to European history in the Middle Ages	

Course structure					24
Evaluation Method	Unit/Topic Name /	Teaching Method	Required learning outcomes	Hours	Week
Daily tests	-6 The meeting -7 Discussion	-1 General conditions in Europe during the Roman Empire	To enable students to understand the general conditions in Europe before the collapse of the Roman Empire; to enable students to	2	First
Writing a paper on the topic	Problem solving	The collapse of the Roman Empire	understand the reasons for the collapse of the Roman Empire; to enable students to understand	2	the second
Class participation	Discussion and questioning	The collapse of the Roman Empire	the reasons and factors behind the spread of Christianity in Europe.	2	the third
Daily tests	Presentation and discussion	Factors contributing to the spread of Christianity in Europe		2	Fourth
Writing a paper on the topic	Problem solving	Opposition to the Roman Emperor's reasons for the spread of Christianity	To enable students to understand the Roman Empire's stance on the spread of Christianity	2	Fifth
Daily tests	Discussion and questioning	Papacy - Monasticism	To enable students to understand the relationship between the religious institution and the imperial political institution in Rome	2	Sixth
Writing a paper on the topic	Discussion and questioning	Huns – Germanic peoples – Ostrogoths – Visigoths – Vandals – Franks	Introducing students to the kingdoms, tribes, and principalities of Europe	2	Seventh
Class participation	France and the Hundred Years' War: Solving the Problems		To enable students to learn about the major European countries in the 14th and 15th centuries	2	Eighth
Class participation	discussion	The reasons for the emergence of England and the factors that influenced its emergence	Enabling students to understand how England came into being	2	Ninth
Writing a paper on the topic	Problem solving	The Great Covenant – Its Causes and Consequences	To enable students to learn about developments in England up to the Great Era	2	tenth
Daily test	The meeting	Causes and effects	Enabling students to understand Germany's relationship with the Roman Empire	2	Eleventh
Writing a paper on the topic	The meeting	A statement of the main reasons for the Crusades in the Middle Ages	Enabling students to understand the causes of the Crusades	2	twelfth
Daily test	discussion	Its stages and its impact on global peace.	Enabling students to understand the stages and outcomes of the Crusades	2	Thirteenth

Writing a paper on the topic	Discussion and presentation	The Muslim stance on the Crusades	Enabling students to understand the reasons behind the establishment of the United Islamic Front.	Fourteenth 2
Daily test	discussion	Causes and effects	Enabling students to learn about Islamic liberation wars	fifteenth 2
25. Infrastructure 1.				
1. Basic texts 2. Required books -3 other			Required Textbooks	
-4 Ayad Turkan Ibrahim - History of Europe in the Middle Ages -5 Abdul Aziz Suleiman Nawar and Abdul Majeed Na'na'i, History of Europe -6 Other books			2. Main References (Sources)	
Sayed Al-Baz Al-Arini -: The History of Europe in the Middle Ages			The electronic and reference materials that support the reports (scientific journals...).	
B. Electronic references, websites, Wikipedia			-3 2. The European Encyclopedia	
Curriculum Development Plan				
26				
Utilizing the services of electronic libraries and the international information network				-1
Conducting development courses for students and instructors				-2
Undertaking scientific trips				-3

Third semester / Second stage

Course description template

Course Instructor: Eng. Emad Ali Sarhan

Course Description (Arabic Language)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it has Make the most of the available learning opportunities. These opportunities must be linked to the program description.

University of Diyala / College of Basic Education	• Educational institution
Cultural Materials / History Department	• Scientific Department / Center
Arabic Language/ 2107Univ	• Course Name/Code
mandatory	• Available forms of attendance
Third/Second	• Term/Year
30 hours	• Total number of study hours
2024/10/1	• Date this description was prepared
Course objectives: By the end of the academic year, the student will be able to	
1. Learn the rules of Arabic grammar (the subject, the predicate, the agent, the agent's substitute, the subject of Kana and its sisters, the predicate of Inna and its sisters).	
Farewell Sermon of the Noble Prophet) 2. Learning Literature: Literary Life in the Early Islamic Era (Features and Characteristics), (The	

Muhammad (peace be upon him), the Burda poem by Ka'b ibn Zuhri, his life, critical commentary, 10 verses, (Literary Life in the Umayyad Era) First example: Jarir (reciting 10 verses of satirical poetry). Second example: Al-Farazdaq (reciting 10 verses). 3- Learn	
to write dictation. Dictation in: • The alphabetical, phonetic, and abjad order of Arabic letters. • Solar and lunar letters. Writing the ta' marbuta and ta' mabsuta.	
Course outcomes, teaching and learning methods, and assessment	
A- Cognitive objectives A- Knowledge and understanding A-1 To enable students to acquire knowledge and understanding in grammar (subject, predicate, agent, passive agent, subject of "k'yna and its sisters", predicate of "inna and its sisters"). A-2 To enable students to acquire knowledge and understanding in literature (literary life in the early Islamic era (characteristics and features), Ka'b ibn Zuhayr's Burda poem: (his life, critical commentary on 10 verses), the Farewell Sermon of the Prophet Muhammad, first example: Jarir (10 verses), second example: Al-Farazdaq (10 verses), literary life in the Umayyad era, invective poetry). 3a- To enable students to acquire knowledge and understanding in spelling (alphabetical, phonetic, and abjad order of Arabic letters, solar and lunar letters, writing the ta' marbuta and the ta' mabsuta).	
B - The skills-based objectives of the course. B1 - Skills in literature. B-2 Skills related to grammar topics. B-3 Skills related to spelling writing.	
Teaching and learning methods	
1- Clarification and explanation of the course material -2 Model display method -3 Lecture method -4 Self-learning method	
Assessment	
methods: 1. Daily tests with specific questions 2a. Assigning grades for homework and class participation. 3a. Assigning students to complete research papers and reports on the course material. 4. Monthly tests with objective and essay questions.	
Affective and value-based goals C- C-1 To understand the importance of studying the subject and its life applications. C-2 He recognizes the importance of the influence of the doctrine of monotheism on life.	
Teaching and learning methods	
1- Explanation and clarification -2 Model display method -3 Self-learning method	
Assessment methods	
1- Theoretical tests. -2 Reports and studies.	
d) General and transferable skills (other skills related to employability and personal development). D-1 Skills in using references and terminology. D-2 Skills in collecting and analyzing data on the subject. D-3 Skills in interpreting theorems. D-4 Comparison-making skills. D5 Skills in developing specific concepts about the subject.	

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Formative assessment	Explanation and clarification	Grammar	the news , The subject	2	1
Formative assessment	Explanation and clarification	Grammar	The subject of the passive verb , actor	2	2
Formative assessment	Explanation and clarification	Grammar	The name of "kana" and its sisters	2	3
Formative assessment	Explanation and clarification	Grammar	The name of Inna and its sisters	2	4
Formative assessment	Lecture	Literature	Literary life in the era of Sadr Islam) Features and Characteristics The Farewell Sermon of the Noble Prophet Muhammad	2	5
Formative assessment	Lecture	Literature	The Burda poem by Ka'b ibn Zuhayr: His life, critical commentary, 10 verses	2	6
The first month's exam consists of various tests and exercises related to the topic.				2	7
Formative assessment	Lecture	Literature	Literary life in the era Umayyad poetry of satire	2	8
Formative assessment	Lecture	Literature	First model: Jarir) Haf 10 Verses	2	9
Formative assessment	Lecture	Literature	(Second model: Al-Farazdaq) 10 verses	2	10
Formative assessment	Lecture	Spelling	(Alphabetical and phonetic order) The alphabetical order of Arabic letters.	2	11
Formative assessment	Lecture	Spelling	Solar and lunar letters	2	12
Formative assessment	Lecture	Spelling	Writing the letter ta' marbuta And the open taa	2	13
Formative assessment	Show model	Spelling	review	2	14
Second month exam: objective tests				2	15

Infrastructure:	
There is	1. Required textbooks; 2. Main
no explanation of Qatr al-Nada and Bal al-Sada, by Ibn Hisham. Comprehensive Grammar, Abbas Hassan.	references (sources)
The writings of the ancient grammarians. Mustafa al-Ghalini, Comprehensive Collection of Arabic Lessons. Journal of the Iraqi Scientific Academy.	Recommended books and references: scientific journal reports...

The website of the Lisan al-Arab blog. The Comprehensive Library is the website of the Scientific Council. Al-Faseeh Network.	b) Electronic references, websites
Curriculum Development Plan:	
Commitment to Sectorality	

Course description template

College of Basic Education	Educational institution
the date	Academic Department /
General English	Center Course Name /
mandatory	Code Available Attendance Forms
Third/Second	Semester/Year
2 x 15 = 30 hours	Total number of study hours
1/10/2024	Date this description was prepared;
Course objectives	
Enabling students to identify the most important tenses used;	
enabling students to understand how to formulate questions in English;	
familiarizing students with the most important sources and references used in teaching	
the subject; course outcomes; and teaching, learning, and assessment methods. 27	
A- Cognitive Objectives	
A-1 To enable students to acquire knowledge and understanding of the basics of the English language	
A-2 Enabling students to acquire knowledge and understanding of the rules of the English language	
A-4 Enabling students to acquire essential knowledge of countable and uncountable nouns	
A-5 Enabling students to acquire knowledge and understanding by deducing rules from passages.	
B- Course-specific skills objectives. B1- Enabling the student to correctly spell English letters. B2- Enabling the student to solve the assigned exercises.	
Teaching and Learning	
, Methods: At the beginning of the semester, students are informed of the course syllabus and information sources (relevant books, such as theses). The syllabus is then distributed across the weeks of the semester, and the assessment methods to be used are explained. 1. Lectures are prepared according to the sequence outlined in the syllabus, utilizing the aforementioned information sources. 2. Students are informed of the topic of the upcoming 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.	
Assessment methods	

1. Conduct two midterm exams: the first after the fifth week of the semester and the second after the eleventh week. The assessment will account for 40% of the overall grade, and each exam will consider cognitive levels (recall) and student attendance and daily participation. 2. Conduct a final exam at the end of the semester, accounting for 60% of the overall grade. This exam will be administered according to the Ministry's schedule, and the questions will be designed to be comprehensive, covering the course content, cognitive levels (recall), affective objectives, and values
C-1 The student's ability to solve the exercises. C-2 Identifying the linguistic differences present within the curriculum.
C-3 Compares the linguistic tenses found within the prescribed teaching and learning methods
discussion
The exercises explaining the material, along with the
questioning and
methods, are implicitly included in the course assessment processes that take place during and at the end of assessment
the semester. D - General and transferable skills (other skills related to employability and personal development).
D-1 Uses contemporary sources and references.
D-2 Forming student groups to conduct student-to-student conversations

Course Instructor: Ms. Nadia Ahmed

Course Description (English Language)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether He has made the most of the available learning opportunities. These must be linked to the program description.

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Formative assessment	With solutions to the exercises and explanations of the material	present simple tense	Times	2	First
Formative assessment	With solutions to the exercises and explanations of the material	Present continuous tense	Times	2	the second
Formative assessment	explanations of the material and exercises, and their solutions.	Questions using specific words or tools, along with Question	Question tools	2	the third
Formative assessment	with answer (affirmative and negative), auxiliary verb, explanation of the material, exercises	The question and answer are indeed helpful.		2	Fourth
Formative assessment	With solutions to the exercises and explanations of the material	Examples with Explanation of the material	Uses of the present simple and continuous tenses	2	Fifth

Formative		Questions from the prescribed	First Monthly Exam - Times	2	Sixth, Seventh
assessment	With solutions to the exercises and explanations of the material	material on the simple past tense		2	
Formative assessment	With solutions to the exercises and explanations of the material	past continuous tense	Times	2	Eighth
Formative assessment	With solutions to the exercises and explanations of the material	Examples with Explanation of the material	Uses of the simple and continuous past tense verbs with	2	Ninth
Formative assessment	With solutions to the exercises and explanations of the material	Examples with Explanation of the material	countable and uncountable nouns	2	tenth
Formative assessment		Questions from the prescribed material	Second month exam	2	eleventh
Formative assessment	Discussion and questioning	Review of the material	Review of the material	2	twelfth

Course Description Template.

Course Instructor: M. Jasib Hassan

Course description (Computer)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is

He has made the most of the available learning opportunities. These must be linked to the program description.

College of Basic Education		Educational institution	
the date		Academic Department/Center	
computer		Course Development Plan Course Name/	
according to the requirements that emerge in curriculum development at the basic education level. From this course is developed			
-2 The curriculum is developed according to the requirements that appear in curriculum development in the global system			
Third/Second Semester/Year Total Study Hours Infrastructure 1a Required Textbooks			
2 x 15 = 30 hours		Date of Preparation of this Description Course Objectives	
1/10/2023		There is no	
(Student intermediate-Pre textbook)		2a Main References (Sources)	
Pre-intermediate Workbook: Teaching the student to be familiar with the basic rules of dealing with and managing the computer to help him complete projects,			
printing tasks, preparing statistics and graphs, creating presentations, designing engineering plans, and more.			
Utilize periodicals and resources relevant to the course.		The recommended books and references for students to learn how	
to work with word processing software (Microsoft Word) for reports, scientific journals, etc.			
Introducing students to the most important sources and references used in teaching the subject			
Utilize periodicals and resources relevant to the course.		b) Electronic references, websites	
Course Outcomes, Teaching and Learning Methods, and Assessment:			
A- Cognitive Objectives A-1 The student's comprehension of the material A-2 The ability to analyze and practically apply what has been learned using a computer A3 - The assessment should be done by presenting the material to the students in the laboratory and then having them apply it.			

B - The course's specific skills objectives. B1 - Direct questions and answers about the previous material. B2 - Analyzing the student's ability to comprehend through homework completed at home and stored on discs to be shown to the student directly to determine the extent of what they learned from the previous lecture. B3 - Showing educational films related to the material in order to reinforce the ability to learn .
Teaching and learning
methods and images, in order to strengthen the theoretical method and explanation by presenting the material on PowerPoint in the form of student attention charts and helping him not to feel bored. The practical method is to apply what has been presented on the computer and conduct daily and monthly exams. are as follows: The assessment methods that will be followed 1. Prepare lectures according to the sequence outlined in the syllabus by utilizing relevant information sources (such as books). 2. Inform students about the topic of the upcoming lecture to allow them to prepare. 3. Request students to submit papers related to one or more of the topics under study. 4. Provide students with the fundamentals and topics related to Microsoft Word.
Assessment methods
Two midterm exams will be held, the first after the fifth week of the semester and the second after the eleventh week. (Application, Exploration) The semester and the mental levels are taken into account in each exam (recall). The first exam is graded out of (15 marks) (5 marks for practical, 10+ marks for theoretical). The second exam is worth 15 marks (5 marks for practical, 10+ marks for theoretical). The daily attendance and participation grade (10 marks) is the assessment grade, which accounts for 40% of the total achievement. The end-of-semester exam accounts for 60% of the achievement, in accordance with the Ministry's timings, and consideration is given to the comprehensiveness of the questions, application, and exposure. Course content and cognitive levels (memorization, affective and value-based objectives) C- C-1 Guiding the student on how to use the computer in a manner appropriate to his cultural level C-2 Instructing the student on how to work with Microsoft Word (word processing software)
Teaching and learning methods
Theoretical aspect: Presenting the material on a computer (show data) and explaining the commands in Microsoft Word. Practical aspect: Students are taken to the computer lab and trained on how to work with Microsoft Word. The student is required to conduct research and write reports about Microsoft Word and to discuss the reports.
Assessment
implicitly included in the course assessment processes that take place during and at the end of the semester.
D - General and transferable skills (other skills related to employability and personal development). D-1 Encouraging the student to write simple research papers related to previous lectures to create a balance between methodological information and source information D-2 Encourage the student to work on practical projects on the computer related to the Microsoft Word program and to conduct discussion sessions among the students about the methodology of the subject. D-3 Encourage the student to evaluate the answers of his fellow students to develop self-improvement.

Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Daily tests	Theory + Practical	Word	Chapter 1: Running Microsoft Word 2010 - File Tab, Program Interfaces and Tools	2	First
Daily tests	Theory + Practical	Word -	Home tab, Clipboard, Font & Paragraph group	2	the second
Daily tests	Theory + Practical	Word	A set of page layout styles, editing and tabbing tools	2	the third
Daily tests	Theory + Practical	Word -	Paragraph group, Sort and Tab group, Document Views group,	2	Fourth
Daily tests	Theory + Practical	Word -	Show group, Minimize group, Window, Help Instructions	2	Fifth

Formative assessment		Questions from the prescribed material	First Month Exam,	2	Sixth
Daily tests	Practical + Theoretical	Word	Second Semester / Insert tab, Pages group, Tables group, Table Tools	2	Seventh
Daily tests	Practical + Theoretical	Word	tab, Table Design tab, Layout tab, Graphics group, Image	2	Eighth
Daily tests	Practical + Theoretical	Word	Tools, Links group, Header and Footer group, Text	2	Ninth
Daily tests	Practical + Theoretical	Word	group, and Symbols group	2	tenth
Daily tests	Practical + Theoretical	Word	Chapter 3/Additional tasks for Microsoft Word: References tab, Table of Contents, and Footnotes group	2	eleventh
̃ Daily tests	Practical + Theoretical	Word	Review and proofread tab, language and comments group, source	2	twelfth
Daily tests	Practical + Theoretical	Word	table tracking group, correspondence tab and creation group, merge correspondence	2	thirteenth
Formative assessment	-----	Questions from the prescribed material	Second month exam	2	Fourteenth,
Daily tests	Practical + Theoretical	Word	Review of the material	2	fifteenth

Infrastructure	
Computer Fundamentals and Office Applications Part 2 (2010) Microsoft Ministry of Higher Education and Scientific Research A.M. Ziad Muhammad Aboud, A. Ghassan Hamid Abdul Majeed, Dr. Mustafa Diaa Al-Hassani	1. Required textbooks
Beginning Microsoft Word 2010, by T.y Anderson, Guy Hart-Davis	Main Sources (References) 2
Utilize periodicals and resources relevant to the course.	Recommended books and references (reports, scientific journals, etc.)
1- https://www.youtube.com/watch?v=q_keKC92f6Y 2- https://hakebti.com/product/%D8%AA%D8%B9%D9%84%D9%85-%D8%A3%D8%B3%D8%A7%D8%B3%D9%8A%D8%A7%D8%AA-%D8%A7%D9%84%D9%88%D8%B1%D8%AF-%D9%85%D9%86-%D8%A7%D9%84%D8%A3%D9%84%D9%81-%D8%A5%D9%84%D9%89-%D8%A7%D9%84%D9%8A%D8%A7%D8%A1	Internet sites, electronic references A B

Curriculum Development Plan
The curriculum should include many practical applications. The curriculum is based on modern international sources that keep pace with advancements in computer science, in addition to the core curriculum approved by the Ministry of Higher Education and Scientific Research.

Course description template

Instructor: M.M. Enam Mohammed Mansour.

Course Description (Mental Health Counseling)

This course description provides a concise summary of the most important course characteristics and expected learning outcomes for the student, demonstrating whether...
 He has made the most of the available learning opportunities. This must be linked to the program description.

University of Diyala / College of Basic Education	Educational institution
Educational Materials/History Department	University Department/
Guidance and Mental Health / 2206 Coll	Center Course
mandatory	Name/Code Available
Third/Second	Attendance
30 hours	Forms Semester/Year Total Credit
2024/10/1	Hours Date of Preparation
of this Description Course Objectives: By the end of the semester, the student will be able to:	
• Learning outcomes, teaching and learning methods, and assessment	

A- Knowledge and understanding	
A-1 Knowledge and Understanding A-2 Enabling students to acquire knowledge and understanding of mental health, its characteristics, and its importance A-3 Enabling students to acquire knowledge and understanding of the foundations of mental health A-4 Enabling students to acquire knowledge and understanding of the elements of mental health A-5 Enabling students to acquire knowledge and understanding of mental illnesses A-6 Enabling students to acquire knowledge and understanding in the field of evaluating mental health material A-7 Enabling students to acquire knowledge and understanding to develop mental health material A-8 Enabling students to acquire knowledge and understanding of the textbook	
b) Subject-specific skills	
B1- Compares the old and modern concepts of mental health. B2- Explains the foundations of mental health. B3- Analyzes mental health into its components. B4- Gathers information about mental health. B5- Explains the causes of mental illnesses.	
B-6 demonstrates the development of mental health material. B-7 writes a research paper on mental health material.	
Teaching and learning methods	
1. To provide students with the basics and topics related to mental health. 2. To clarify and explain the course material. 3. Encouraging students to visit the library and consult mental health resources. 4. Enhancing students' skills through visiting websites to gain additional knowledge about mental health. 5. Utilizing lectures, presentations, questioning, and discussions on topics that require a discussion-based approach.	
Assessment	
methods: 1. Daily tests with specific questions 2a. Assigning grades for homework and class participation. 3a. Assigning students to complete research and reports on mental health. 4. Monthly tests with objective and essay questions.	
C- Skills	
C-1 To interpret and analyze the elements of the Mental Health curriculum and its development. C-2 To differentiate between the printed textbook and the electronic textbook. C-3 To evaluate some elements of the Mental Health curriculum. C-4 To compare some of the topics covered in the	
Mental Health	
curriculum. Assessment Methods: Analytical exam to measure the student's ability to think, analyze, and deduce. a) Requesting comparisons between mental illnesses; b) Writing research papers on some mental illnesses; c) Daily tests with intellectual and deductive questions. d) General	
and transferable skills (other skills related to employability and personal development). D-1 Uses contemporary educational sources, references, terminology, and concepts. D-2 Forms student groups to study elements of the Mental Health subject - Second Monthly Exam	
Infrastructure	
There are no	1. Required textbooks
Mental Health: Hanan Abbad Al-Hamiad Al-Anani, Dar Al-Faraj, Amman, Jordan, 2003. Mental Health and Psychological Counseling by Alaa El-Din Kafafil Publishing House International: Riyadh for 2003	2a Main References (Sources)

Some research papers, letters, and theses that pertain to the vocabulary of the subject are recommended.			Recommended books and references (reports, scientific journals, etc.)		
The website of Babalman University offers e-learning lectures. http://repository.uobabylon.edu.iq/elearning/elearning2012.aspx Website of the College of Basic Education, University of Diyala : http://www.basicedu.uodiyala.edu.iq Iraqi Academic Journals website http://www.iasj.net/iasj			B. Electronic references, websites...		
The curriculum development plan aims					
to enrich the curriculum with practical aspects related to the teaching profession.					
• Course structure					
Evaluation Method	Teaching method	Unit/Course or Topic Name	Required learning outcomes	Hours	Week
Formative assessment	Discussion and questioning.	Mental health	Understanding the concept of mental health, its characteristics and importance;	2	1
Formative assessment		Signs of mental health	identifying the manifestations of mental health.	2	3+2
Formative assessment		Mental health approaches	Understanding mental health approaches	2	4
Formative assessment	Interrogation and	The importance of mental health	Understanding the importance of mental health	2	5
Formative assessment	discussion	Mental health development	Understanding the evolution of interest in mental health	2	6
Formative assessment	Interrogation and	Standards of conduct	Understands behavioral standards	2	7
Formative assessment	discussion	psychological adaptation	Understanding the concept of adaptation	2	8
Formative assessment	The questioning, the discussion, the	psychological compatibility	Understanding the concept of compatibility	2	9
Formative assessment	questioning, the discussion, and the questioning.	Mental and psychological illnesses	Identifying psychological and mental illnesses	2	11+10
Formative assessment	Discussion and questioning	Mental health assessment	Understanding the concept of mental health assessment, its objectives, standards, methods, and steps	2	13+12
Formative assessment	discussion and interrogation	Developing mental health	Understanding Mental Health Development	2	14
Extracting pleasure, joy, and delight from sources that satisfy his needs, such as food, rest, sex, and work.					
2. Utilizing the individual's mental capabilities to enable him to plan in a creative way.					
Establishing a harmonious balance between personal and collective standards.					3.
4- It seeks to adapt the individual within the work group so that he can perform his functions in the desired and optimal manner.					
Enabling the individual to engage in mature human relationships without being immersed in experiences of an immature nature.					5.
Enabling individuals to cope with situations of failure, frustration, and deprivation without anxiety or stress. The importance of mental health for the individual.					6.

Course Description

This course description provides a concise summary of the course characteristics and the learning outcomes expected of the student.

Demonstrating whether he made the most of the available learning opportunities. This must be linked to the description.

The program.

Course Name					
Ba'ath Party crimes					
Course code					
Semester/Year					
Fourth/Second					
Date this description was prepared					
2025/2/1					
Ash, available attendance					
mandatory					
Number of study hours (L, LI) / Number of units (L, LI)					
30 hours					
Name of course coordinator (if there is more than one, please state).					
Email: iq.edu.uodiyala@te17basichist			Name: A. D. Ahmed Mohammed Jassim		
Course objectives					
1. To enable students to learn about the most prominent events and crimes that occurred during the era of the banned Ba'ath Party. 2. To enable students to understand those crimes. -3 Enabling students to analyze events and work on empowering the Iraqi character so that such crimes are not repeated			Course objectives: If the student is able to do so at the end of the semester		
Strategic teaching and learning					
Discussion and presentation with a questioning style. - Lecture and					strategies
Course					
Evaluation Method	Learning method	structure: Unit or topic name	Required learning outcomes	Hours	Week
Daily quizzes with questions Specific	Discussion and presentation using the	The concept of crimes and their categories	Enabling students to understand the reasons behind committing crimes	2	1
Writing a paper on the topic	questioning method. Discussion and presentation using the	Types of international crimes	Enabling students to learn about the types of international crimes	2	2

Daily quizzes with questions Specific	Discussion and presentation using the	Psychological crimes	Enabling students to understand those crimes	2	3
Classroom participation in preparing the lecture	questioning method. Discussion and presentation	Effects of psychological crimes	Enabling students to know and understand the effects of psychological crimes	2	4
Writing a paper on the topic	using the questioning method. Discussion and	social crimes	Enabling students to know and understand the characteristics of social crimes	2	5
Daily quizzes with questions Specific	presentation using the questioning method.	militarization of society	Enabling students to know and understand the effects resulting from the militarization of society	2	6
test - Solving the discussion and presentation using the questioning method. First periodic				2	7
regime's stance, its methods of expression Specific	Discussion and presentation enable students to understand daily exam questions about the Ba'athist expression, and its impact on society. Discussion and presentation enable students to understand the effects of those crimes, using the methods of questioning. Discussion and presentation with the methods of questioning. Discussion and presentation			2	8
Classroom participation in preparing the lecture	with the methods of questioning and presentation with the methods of	Discussion and presentation with the methods of questioning. Discussion and presentation with the methods of questioning. Discussion and presentation with the		2	9
Daily quizzes with questions Specific	questioning. Second periodic test - solving the test	War and radioactive pollution	Enabling students to know and understand the health effects of this pollution	2	10
Writing a paper on the topic	and discussing the mistakes with the students.	scorched earth policy	Enabling students to know and understand the regime's methods of destroying cities	2	11
Classroom participation in preparing the lecture		draining the marshes	Enabling students to know and understand the dangers this poses to the environment	2	12
Daily quizzes with questions Specific		Mass grave crimes	Enabling students to know and understand the system's methods in this regard.	2	13
Classroom participation in preparing the lecture		clearing orchards and trees	to know and understand Enabling students the effects of this	2	14
				2	15
Course evaluation					
The grade is distributed out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc. 40 marks are for term and daily exams, and 60 marks are for final exams. (Learning and Teaching Resources)					
The Ministry of Higher Education and Scientific Research's book on the crimes of the Ba'ath regime in Iraq			Required textbooks (methodology, if applicable)		
Hussein Alawi Al-Ziyadi, crimes of the Ba'ath regime			Main references (sources) and		
Scientific journals, reports, the Martyrs Foundation archive, and			recommended supporting books and references (scientific journals, reports...)		
specialized websites such as Wikipedia and the Martyrs and Political Prisoners Foundation website.			Electronic references, websites		

Course description template

Instructor: Assistant Professor Sabah Nouri

Course Description (Modern History of Arab Countries) Course

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it has	
Make the most of the available learning opportunities. These opportunities must be linked to the program description.	
College of Basic Education	Educational institution
the date	Scientific Department / Center
Modern Arab History 2311 Hist	Course Name/Code
mandatory	Available Attendance Forms
Third/Second	Semester/Year
30 hours	Total number of study hours
2024/10/1	Date this description was prepared;
Course objectives	
To enable students to learn about and understand the most prominent political events that the Arab world went through during the Ottoman era.	
To enable students to understand the conditions of the Arab world under Ottoman rule and their stance on European expansion in the 16th and 17th centuries	
Introducing students to the most important sources and references used in teaching the subject	
To enable students to analyze and compare events at the beginning of Ottoman control and the end of the Ottoman era in the Arab world.	
Instilling virtuous values and habits in students, love for the homeland and its glorious history with noble values, and rejecting division and internal strife.	

Course outcomes, teaching and learning methods, and assessment
A- Cognitive objectives A-1 To enable students to acquire knowledge and understanding of the intellectual framework of the history of the modern Arab world. A-2 Enabling students to acquire knowledge and understanding of the prominent events in the modern history of the Arab world A-3 Enabling students to gain knowledge and understanding of the most prominent reformist figures in the Ottoman era in Iraq and Egypt A-4 Enabling students to acquire knowledge and understanding of the important associations and forums in the Ottoman state A-5 To enable students to acquire the knowledge and understanding to analyze and interpret the events of modern Arab history. A-6 Enabling students to acquire knowledge and understanding of the most important sources and references for studying the history of the modern Arab world
B - The skills-based objectives of the course. B1 - Compare the political events at the beginning and end of the Ottoman era B2 – Analyzes historical events and their causes. B3 – Writes a paper or research on any topic in the history of the modern Arab world. B-4 gathers information about the most famous sultans of the Ottoman Empire.
Teaching and learning methods
provide students with the basics and topics related to the modern history of the Arab world. Explanation and explanation of the course material by the course instructor. Students are required to visit the library and consult sources for studying the history of the modern Arab world. Improving students' skills by visiting websites to gain additional knowledge about the modern history of the Arab world. Using methods of lecturing, questioning, and discussion in some topics that require the discussion method.
Assessment
methods: Daily tests with specific questions. Assigning grades for homework and class participation. Students are assigned to complete research projects on the history of the modern Arab world and to assign grades for them. Monthly tests with objective and essay questions.

Affective and value-based goals C- C-1 To interpret and analyze the events of modern Arab history C-2 differentiates between the nature of politics during the reigns of Sultan Selim I and Suleiman the Magnificent. C-3 evaluates some historical texts and information. C-4 compares the feudal emirates and local chieftaincies in the seventeenth and eighteenth centuries.
Teaching and learning methods
A method for solving problems. Brainstorming. Simulation.
Assessment methods
The written exam is designed to measure the student's ability to think, analyze, and deduce. He requested comparisons between the sultans of the Ottoman Empire. Writing research papers about events and figures in the history of the modern Arab world requires in-depth studies and research. Daily exams with questions that require critical thinking and deduction.
D - General and transferable skills (other skills related to employability and personal development). D-1 Uses contemporary sources and references, and contemporary historical terminology and connotations. D-2 Forming groups of students to study important events and figures from the history of the modern Arab world in order to reach scientific and objective conclusions regarding them. D-3. To benefit from the departments of museums and state institutions related to history and heritage in order to increase and disseminate students' knowledge. D-4. To benefit from the archives and libraries that contain manuscripts and historical documents in order to benefit from them in order to speed up access and writing historical research.

Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The conditions of the Arab world before Ottoman rule and the reasons for Ottoman rule over the Arab world	Enabling students to understand the conditions of the Arab world before and after Ottoman rule.	3	First
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1- Meeting or lecture 2- Questioning 3- Problem solving	First – An introduction to Sultan Selim I and the reasons for Sultan Selim I's eastward orientation	To enable students to know and understand the policies of Sultan Selim I and the shift towards the East	3	the second
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	- Introducing Sultan Suleiman enables students to understand the legal aspects and reasons behind his rulings, and to comprehend the situation in the Arab world, the control exerted over the Arab world during Sultan Suleiman's reign, and its legal consequences.		3	the third
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Causes and Consequences of the Emergence of Emirates: Enabling students to understand feudalism and local leadership.	Causes of the emergence of feudal emirates and local leadership in the 17th and 18th centuries.	3	Fourth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The Mu'aynis, the Zahir al-'Umar, and the Husaynis	To enable students to know and understand the reasons for the emergence of the Al Ma'in, Al Dhahir, Al Amr, and Al Husayni Emirates	3	Fifth

		First month exam		3	Sixth,
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The Ottoman stance on European expansion in the Arab world	To enable students to know and understand the Ottoman position on European expansion in the 17th and 18th centuries	3	Seventh
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Causes and consequences of the French campaign in Egypt	3. To enable students to know and understand the nature of the French campaign in Egypt		Eighth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	- The French occupation of Algeria and the Italian occupation of Libya	3. To enable students to know and understand the reasons for the French occupation of Algeria and the Italian occupation of Libya.		Ninth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Muhammad Ali Pasha's economic, agricultural, military, and social reforms	3. To enable students to know and understand aspects of Muhammad Ali Pasha's reforms in Egypt		tenth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Midhat Pasha's reforms on the political, economic, and social aspects	To enable students to know and understand the nature of Midhat Pasha's reforms in Iraq	3	eleventh
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	understand the nature of the Ottoman foreign	8. To enable students to know and policy.		twelfth
		Second month exam		3	Thirteenth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The Ottoman coup: its causes and consequences	3. To enable students to know and understand the reasons for the Ottoman coup of 1908		Fourteenth
-1 Daily tests	-1 The meeting or	3. Enabling students to learn about associations and forums in the latest			Fifth

With specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	Lecture 2 - Questioning - 3 - Problem Solving	Ottoman era	Understanding the origins of associations and forums		ten
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Infrastructure	
Modern Arab History (Ibrahim Khalil Ahmed)	1. Required textbooks
The Arab countries and the Ottoman state - (Sati' al-Husri)	2. Main References (Sources) The books
The Arab Awakening (George Antonius)	and references that support the reports (scientific journals...).
B. Electronic references, websites.... http://arabic.irib.ir http://alwelayah.net	www.alrashead.net
Curriculum Development Plan: 1.	
30	
Conducting training courses in the field of literature and heritage. 2. Holding training courses in the investigation of manuscripts and historical documents related to the modern and contemporary history of Iraq. 3. Specialized historical websites such as the Modern History Group or the Higher Studies in History Group, and social networking sites such as Facebook and Twitter. 4. Organizing scientific trips to historical and archaeological sites. 5. Specialized scientific lectures on history hosted by distinguished professors from other Iraqi universities or from other colleges within the university. 6. Inviting specialists in manuscripts, documents, and archives to meet with students and give quality lectures in those fields. 7. Assigning students to conduct research and studies on the reality of Iraqi society by going to the field using scientific and accurate questionnaires. The characteristics and features of Iraqi society are revealed	

Course description template

Course Instructor: Prof. Dr. Iyad Turkan Ibrahim Course description: History of Europe during the Renaissance

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. These must be linked to the program description.

College of Basic Education	Educational Institution
the date	Practical Department / Center
History of Europe in the Renaissance 2312 Hist	Course Name/Code
mandatory	Available forms of attendance
Third semester/Second year	Semester/Year
2 x 15 = 30	Total number of study hours. Date of
2024/10/1	preparation of this description: The
and objectives of the course. student should be familiar with the following concepts	
2- Enabling students to learn about the most prominent events and transformations of the Renaissance era.	
This includes enabling students to understand the causes of the Renaissance in Europe and its most prominent figures, and	
clarifying the most prominent aspects of the Renaissance, its results, and its impact on the beginning of the development and progress of the European continent.	

3- The student should also be familiar with the most important political developments in Europe during the
Renaissance. Introducing students to the most important sources that address the Renaissance in Europe.
Enabling students to analyze events in this era and compare them to the Middle Ages

Course outcomes, teaching and learning methods, and assessment
A- Cognitive Objectives A-1 To enable students to acquire sufficient knowledge and understanding of the intellectual framework of European history during the Renaissance. A-2 To enable students to acquire knowledge and understanding of the prominent events in European history during the Renaissance. A-3 To enable students to acquire knowledge and understanding of the most prominent European figures who played a significant role in the political and economic events during the Renaissance. A-4 Enabling students to acquire knowledge, understanding, analysis, and interpretation of subsequent events A-5 To enable students to acquire knowledge and understanding of the most important sources of European history during that period.
B- Course-specific skills objectives: Students should develop skills in the following concepts. B1 - Analyzing historical events and explaining their causes C-2 Compares events in Europe before and after the Renaissance C-3 Evaluates some famous European figures who played a role in the Renaissance. C-4 Gathers information about the most important events during the Renaissance.
Teaching and learning methods
, The rhymes , At the beginning of the semester, students are briefed on the course syllabus and sources of information (related books), such as: University lectures (and the distribution of topics across the weeks of the semester, and the assessment methods that will be followed). 1. Prepare lectures according to the sequence outlined in the course syllabus by utilizing the aforementioned information sources. 2. Inform students of the topic of the upcoming lecture to allow them to prepare. 3. Students are asked to submit papers relating to one or more of the topics under study.
Assessment methods
1. Two midterm exams will be conducted: the first after the fifth week of the semester and the second after the eleventh week. The first exam will assess the student's application and exploration skills, accounting for 40% of the total grade. The student's attendance and daily participation will also be considered. 2. A final exam will be held at the end of the semester, accounting for 60% of the total grade. This exam will be administered according to the Ministry's schedule and will include questions that assess the student's application and exploration skills. Course content and cognitive levels (memorization), affective and value-
based objectives: that the student be able to C- C-1 To interpret and analyze the events of European history during the Renaissance. C-2 compares the history of Europe before and after the Renaissance. C-3 Evaluates some important historical figures and events C-4 differentiates between the particularities of each country with regard to the manifestations of the Renaissance era. Section C-5 explains the results of the Renaissance and its impact on the course of events in the world, including
methods of teaching and learning.
discussion
The meeting
Interrogation
Assessment
implicitly included in the course assessment processes that take place during and at the end of the semester methods are

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

D-1 Enabling the student to write a research paper about a European figure

D-2 Enabling the student to summarize a reference or source on European history in one-tenth of its size

D-3 Developing the student's ability to analyze information

D-4 Enabling the student to use European maps

Course structure					
Evaluation Method	Required learning outcomes: Unit/topic name, teaching method		Hours	Week	
Formative assessment	discussion Interrogation and	Europe before the Renaissance	Europe before the Renaissance	2	1
Formative assessment	discussion The questioning,	The Rise of the Renaissance in Italy		2	2
Formative assessment	the discussion, the	The spread of the Renaissance to other European countries	The spread of the Renaissance to other European countries	2	3
Formative assessment	questioning, the discussion, the	The Reformation and its emergence in Germany;	The Reformation and its emergence in Germany;	2	4
Formative assessment	questioning, the discussion, and the questioning.	the Age of Exploration; the first	the Age of Exploration; the first	2	5
Formative assessment	-----	month's exam; the Thirty	month's exam; the Thirty	2	6
Formative assessment	Discussion	Years' War: its causes and	Years' War: its causes and	2	7
Formative assessment	and questioning	consequences; the decline of the Spanish and Portuguese empires.	consequences; the decline of the Spanish and Portuguese empires.	2	8
Formative assessment		France under Louis XIV; Britain under	France under Louis XIV, England under	2	9
Formative assessment		the Stuarts; Second month	the Stuarts, Second Monthly	2	10
Formative assessment	-----	exam; Russia under Peter	Exam, Russia under Peter	2	11
Formative assessment	discussion Interrogation and	the Great; France under Louis V	the Great, France under Louis V	2	12
Formative assessment	discussion Interrogation,			2	13
Formative assessment	discussion, and questioning	England under the Hanoverians		2	14
Formative assessment	-----	Final exam	Final exam	2	15

32. Infrastructure	
There are no	1. Required textbooks 2. Main
-1 Zainab Ismat Rashid, History of Modern Europe, Dar Al-Fikr Al-Arabi, Cairo. -2 Abd al-Fattah Hassan Abu Ali, History of Modern and Contemporary Europe, Dar al-Marikh, Riyadh, . 1993. -3 Muhammad Muzaffar al-Dahmari, History of Europe during the Renaissance, Ministry of Education. Higher Education and Scientific Research, Baghdad, 1979 -4 Muhammad Muhammad Saleh, History of Europe from the Renaissance to the French Revolution, University of Baghdad, College of Arts.	references (sources)

Utilize periodicals and resources relevant to the course.	The recommended books and references (reports, scientific journals, etc.)
Utilizing the international information network as a known source	B. Electronic references, websites.

Curriculum Development Plan	33
1. The curriculum is developed according to the requirements that emerge in curriculum development at the basic education levels. 2. The curriculum is developed in accordance with the requirements that emerge in curriculum development within the global system.	

Course description template

Course Instructor: Mr. Saad Mohammed Ali

Course Description (Modern and Contemporary Asian History)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether He has made the most of the available learning opportunities. These must be linked to the program description.

College of Basic Education	Educational institution
the date	Academic Department /
History of Asia	Center Course Name /
	Code Available Attendance Forms
Mandatory third/second	Semester/Year
2 x 15 = 30 hours	(Total number of study hours)
1/10/2024	Date this description was prepared;
Course objectives	
To enable students to learn about and understand the most prominent political events that have occurred in China, America, India, and other European countries; to	
enable students to understand the reasons behind the Chinese popular revolutions;	
and to familiarize students with the most important Arabic and foreign sources and references used in teaching the subject.	
To enable students to understand and learn about Chinese society and its social classes, as well as other	
European societies; to enable students to understand and learn about the treaties and wars fought by China.	

Course outcomes, teaching and learning methods, and assessment
A- Cognitive Objectives A-1 To enable students to acquire knowledge and understanding of the intellectual framework of the history of China and other European countries. A-2 Enabling students to gain knowledge and understanding of significant events in the history of China and other European countries such as India, America, and others. A-4 To enable students to acquire knowledge and understanding of revolutions and uprisings. A-5 To enable students to acquire knowledge and understanding to analyze and interpret events. A-6 To enable students to acquire knowledge and understanding of the most important sources and references for studying Chinese history.
B. Course-specific skills objectives. B1. To analyze historical events and their causes. B2. To write a paper or research project on any topic from the history of China and other European countries. B-3 gathers information on the most prominent Chinese and European thinkers and political figures.
Teaching and learning methods
Messages , At the beginning of the semester, students are briefed on the course syllabus and information sources (relevant books, such as university textbooks), the distribution of the syllabus across the weeks of the semester, and the assessment methods that will be used.

1. Prepare lectures according to the sequence outlined in the syllabus, utilizing the aforementioned information sources. 2. Inform students of the topic of the upcoming lecture to allow them time to prepare. 3. Request students to submit papers related to one or more of the topics under study. 4. Provide students with the fundamentals and topics related to the history of China and other European countries.
Assessment methods
1. Two midterm exams will be conducted: the first after the fifth week of the semester and the second after the eleventh week. These exams will assess students' application and exploration skills, accounting for 40% of their final grade. Each exam will consider cognitive levels and overall recall, taking into account student attendance and daily participation. 2. A final exam will be held at the end of the semester, accounting for 60% of the final grade. This exam will adhere to the Ministry's schedule and will include questions that comprehensively cover the application and exploration skills. The curriculum and cognitive levels (memorization, affective and value-based objectives) - C-1 To interpret and analyze historical events in China and other European countries. C-2 To evaluate some historical texts and information. C-3 compares the history of China, America, and other European countries
Discussion-based teaching and learning methods
Interviews
and questioning
assessment methods that are implicitly included in the course assessment processes that are
take place during and at the end of the semester. D - General and transferable skills (other skills related to employability and personal development) D-1 Uses contemporary sources and references. 2. Forming student groups to study important events and figures from the history of China and other European countries. 3. Utilizing archaeological sites, museums, and state institutions related to history and archaeology to expand and disseminate students' knowledge. 4. Utilizing documentation centers and libraries containing manuscripts and historical documents to broaden students' understanding and aid in writing historical research.

Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Formative assessment	discussion and interrogation	History of Asia / China	General conditions in China	2	First
Formative assessment	discussion and interrogation	History of Asia / India	The transformations that have occurred in the general conditions in China, America and India	2	the second
Formative assessment	discussion and interrogation	History of Asia / Relations between European countries	With European countries Relationships	2	the third
Formative assessment	discussion and interrogation	History of Asia / Chinese Revolutions	Revolutions that took place in China	2	Fourth
Formative assessment	discussion and interrogation	History of Asia / Events that accompanied the developments of European countries and China	Chinese and European developments	2	Fifth

Formative assessment		Questions from the prescribed material	First month exam	2	Sixth
Formative assessment	discussion and interrogation	History of Asia / Causes and Continuation of Revolutions in China	Causes of revolutions in China	2	Seventh
Formative assessment	discussion and interrogation	History of Asia / Confucianism	China's economy	2	Eighth
Formative assessment	discussion and interrogation	History of Asia / Manchu Conquest of China 1644	Manchu dynasty 1664-1911	2	Ninth
Formative assessment	discussion and interrogation	History of Asia / Trade Relations and the Chinese Market	European competition with China	2	tenth
Formative assessment		Questions from the prescribed material	Second month exam	2	eleventh
Formative assessment	discussion and interrogation	Review of the material	Review of the material	2	twelfth

Infrastructure	
There is no	1. Required textbooks
A History of China from Prehistory to the 20th Century: The Great Historians' Records, around 100 BC, Turkestani Library	2a Main References (Sources)
Utilize periodicals and resources relevant to the course.	The recommended books and references (reports, scientific journals, etc.)
Utilize periodicals and resources relevant to the course.	b) Electronic references, websites
The curriculum development plan	
involves developing the curriculum according to the requirements that emerge in curriculum development at the basic education levels. -2 The curriculum is developed according to the requirements that appear in curriculum development in the global system	

Course description template

Course Instructor: M. Saif Tawfiq Course Description: History of the Ottoman State

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether He has made the most of the available learning opportunities. These must be linked to the program description.	
College of Basic Education	Educational institution
the date	Scientific Department / Center
History of the Ottoman Empire	Course Name/Code
mandatory	Available Attendance Forms

Third/Second	Semester/Year
2 x 15 = 30 hours	Total number of study hours, date this
1/10/2024	description was prepared,
course objectives	
To enable students to learn about and understand the most prominent political events that the Ottoman Empire	
experienced; to enable students to understand the reasons for the uprisings and revolutions against the Ottoman	
state; to familiarize students with the most important sources and references used in teaching the subject.	

Course outcomes, teaching and learning methods, and assessment
A- Cognitive objectives A-1 To enable students to acquire knowledge and understanding of the intellectual framework of the history of the Ottoman state. A-2 Enabling students to acquire knowledge and understanding of the significant events in the history of the Ottoman Empire A-4 Enabling students to acquire knowledge and understanding of revolutions and uprisings. A-5 Enabling students to acquire knowledge and understanding to analyze and interpret events. A-6 Enabling students to acquire knowledge and understanding of the most important sources and references for studying the history of the Ottoman state
B - Course-specific skills objectives. B1 - Analyzes historical events and their causes. B2 - Writes a paper or research on any topic related to the history of the Ottoman Empire. B-3 gathers information about the most prominent thinkers and political figures in the Ottoman Empire.
Teaching and learning methods
Messages , Adwar , At the beginning of the semester, students are briefed on the course syllabus and information sources (related books), such as: University (and the distribution of topics across the weeks of the semester, and the assessment methods that will be followed.) 1. Prepare lectures according to the sequence presented in the course syllabus by utilizing the aforementioned information sources. 2. Inform students of the topic of the next lecture for preparation purposes. 3. Students are required to submit papers on one or more of the topics under study. 4. Students are to be provided with the fundamentals and topics related to the history of the Ottoman Empire.
Assessment methods
1. Two midterm exams will be conducted: the first after the fifth week of the semester and the second after the eleventh week. The assessment will comprise 40% of the semester grade, and each exam will consider cognitive levels (recall and overall achievement), taking into account student attendance and daily participation. 2. A final exam will be held at the end of the semester, comprising 60% of the final grade, and will be administered according to the Ministry's schedule. The questions will comprehensively cover the content of the application and exploration modules. The curriculum and cognitive levels (memorization,
affective and value-based objectives) - C C-1 To interpret and analyze the historical events of the Ottoman Empire C-2 Evaluates some historical texts and information. C-3 Compares the history of the Ottoman and Safavid states in terms of
teaching and learning methods.

discussion
Interviews
and questioning
assessment methods that are implicitly included in the course assessment processes that are
take place during and at the end of the semester. D - General and transferable skills (other skills related to employability and personal development) D-1 Uses contemporary sources and references. D-2 Forming groups of students to study important events and figures from the history of the Ottoman Empire D-3. To benefit from the Departments of Antiquities, Museums and State Institutions related to history and antiquities in order to increase and disseminate students' knowledge. D-4. To benefit from the documentation centers and libraries that contain manuscripts and historical documents to benefit from them during the time of reading and writing historical research.

Course structure	35				
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Formative assessment	discussion Interrogation and	General conditions in the Ottoman Empire -	General conditions in the Ottoman Empire;	2	First
Formative assessment	discussion and interrogation	Transformations that occurred in the general conditions of the Ottoman Empire	transformations that occurred in the general conditions in the Ottoman Empire	2	the second
Formative assessment	Discussion and	With the Relationships Ottoman	With the Ottoman Empire 2 Relationships		the third
Formative assessment	questioning	State - Revolutions that occurred in the history of the revolutions that took place in the State Ottoman		2	Fourth
Formative assessment	Discussion and questioning	Developments in the Ottoman State - Events that accompanied the developments in the Ottoman State		2	Fifth

Formative		Questions from the prescribed	First Month Exam 2 Causes	2	Sixth, Seventh
assessment	discussion	material: Causes of revolutions in the	of Revolutions in the Ottoman Empire 2		
	Interrogation and	Ottoman Empire and their continuation	Causes of		
Formative assessment	discussion	Causes of revolutions in the Ottoman	Revolutions in the Ottoman Empire		Eighth
	The questioning,	Empire and their continuation	Political		
Formative assessment	the	Political developments in the Ottoman	Developments in the Ottoman	2	Ninth
	discussion, the	Empire, the	Empire 2 The		
Formative assessment	questioning,	Ottoman Empire and its relations with neighboring	Ottoman Empire and its Relations with		tenth
	the discussion, and the questioning	countries and their causes:	Neighboring Countries		
Formative assessment		Questions from the prescribed material	Second month exam	2	eleventh
Formative assessment	Discussion	Review of the material	Review of the material	2	twelfth
	and questioning				

Infrastructure	
There is no	1. Required textbooks
History of the Sublime Ottoman State / Muhammad Farid Bey	2a Main References (Sources)
Utilize periodicals and resources relevant to the course.	The recommended books and references (reports, scientific journals, etc.)
Utilize periodicals and resources relevant to the course.	b) Electronic references, websites

The curriculum development plan
involves developing the curriculum according to the requirements that emerge in curriculum development at the basic education levels.
-2 The curriculum is developed according to the requirements that appear in curriculum development in the global system

Course description template

Course Instructor: Dr. Aboud Turki Course description (Geography of Iraq)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether He has made the most of the available learning opportunities. These must be linked to the program description.

College of Basic Education	Educational Institution,
the date	Department/Center, Course
Geography of Iraq 3329 Hist	Name/Code, Available
mandatory	Attendance Forms
Third semester / Second stage	Semester/Year
30	Total number of study hours, date of
1/10/2024	preparation of this description,
With the following concepts: that the student be familiar withcourse objectives:	
1. The concept of Iraqi geography and its importance for the student	
-2 The concept of the foundations adopted in classifying the geography of Iraq	
3. Types of curricula used in studying the geography of Iraq. 4. The	
importance of lesson preparation and how to convey information to the student	

5. Knowledge of the correct scientific methods used in studying the geography of Iraq. 6. The concept	
of regional studies and its importance for the student.	
Course outcomes, teaching and learning methods, and assessment	
A- Cognitive Objectives - 1. The student will understand the importance of the geography of Iraq as a comprehensive regional study. - 2. The student will describe the climate of Iraq and the factors affecting the climate. 3. To understand soil, its components, physical and chemical properties, and methods of soil maintenance. 4. To explain the importance of agriculture as an economic resource for Iraq. 5. To explain the importance of trade for Iraq. B. Course-Specific Skills Objectives:	
Students will develop skills related to the following concepts. -1 Identifying the location, area, and historical significance of Iraq using modern educational methods (data projector) -2 Statement of the importance of mineral resources	
Teaching and learning methods	
Assessment methods	
1. Two midterm exams will be conducted: the first after the fifth week of the semester and the second after the eleventh week. The assessment (comprehension, application, and analysis) will be flexible and will consider the student's cognitive levels. The assessment will constitute 40% of the total grade, taking into account the student's attendance and daily participation. 2. A final exam will be held at the end of the semester, comprising 60% of the total grade, and will be administered according to the Ministry's schedule. The questions will be comprehensive, covering the following areas: comprehension, application, analysis, synthesis, and assessment. The curriculum and mental levels (memorization)	
Affective goals: For the student to be able to C- Q1- Define the geography of Iraq. Q2- Explain the natural geographical characteristics of Iraq, its geological structure, and landforms. Q3- Explain water resources, their types, and irrigation and drainage projects.	
Teaching and learning methods	
The direct teaching method is usually used, where skills are taught directly and explicitly, enhanced by modern means such as presentations. The methods of assessment come implicitly with the assessment	
processes in the	
take place during and at the end of the semester. course, which	
d - General and transferable skills (other skills related to employability and personal development) 1. Employing acquired skills in teaching knowledge related to environmental geography and pollution. 2. Selecting examples from the course syllabus and presenting them using modern educational tools (data projector). -3 Evaluating the extent to which the student has benefited from these methods and skills	

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Weekly hours	
Final Calendar	discussion and interrogation	Location and area, importance and status of Iraq before history	Location and area, importance and status of Iraq before history	2	1
Final Calendar	discussion Interrogation and	Natural geographical characteristics of Iraq	Natural geographical characteristics of Iraq	2	2
Final Calendar	discussion and interrogation	Geological structure, landforms (mountains, plateaus, plains)	Geological structure, landforms (mountains, plateaus, plains)	2	3
Final Calendar	discussion and interrogation	Climate (climate elements, temperature, wind, precipitation) are the factors influencing climate.	Climate (climate elements, temperature, wind, precipitation) are the factors influencing climate.	2	4
Final Calendar	discussion Interrogation,	Soil in Iraq, its importance, and its composition.	Soil in Iraq, its importance, and its composition.	2	5
Final Calendar	discussion, and questioning	Monthly test	Monthly test	2	6
Final Calendar	Discussion and questioning	Soil types, their causes, varieties, and methods of maintenance	Soil types, their causes, varieties, and methods of maintenance	2	7
Final Calendar	Discussion	Water resources, their types, irrigation and drainage projects	Water resources, their types, irrigation and drainage projects	2	8
Final Calendar	and questioning Interrogation and	Agriculture in Iraq, their importance, and the factors affecting them.	Agriculture in Iraq: its importance and the factors affecting it.	2	9
Final Calendar	discussion Interrogation and	mineral wealth	mineral wealth	2	10
Final Calendar	discussion Interrogation and	Oil, its production, distribution, nationalization of oil, natural gas, sulfur	Oil, its production, distribution, nationalization of oil, natural gas, sulfur	2	11
Final Calendar	discussion Interrogation and	Industry in Iraq: its importance, its components, and its types	Industry in Iraq: its importance, its components, and its types	2	12
Final Calendar	and discussion	Transportation and trade in Iraq: its importance, types	Transportation and trade in Iraq: its importance and types of trade.	2	13
Final Calendar	Interrogation and	of trade, population, importance of human resources, population censuses	Population, the importance of human resources, population censuses	2	14
Final Calendar	discussion and interrogation	Final exam	Final exam	2	15

Infrastructure	
Existence	1. Required textbooks - 2.
Regional Geography of Iraq / Dr. Saleh Hamid Al-Janabi / Dr. Saad Ali Khatrab / Geography of Iraq, its Natural Framework, its Economic Activity / Dr. Abbas Fadel Al-Saadi 2009	Approved sources and references
Utilize periodicals and resources relevant to the course.	-3 Books and references that are used (scientific journals and reports, etc.)
Utilizing the international information network as additional resources	-4 Electronic references/websites
Curriculum Development Plan	
1. The curriculum is developed according to the requirements that emerge in curriculum development at the basic education levels. 2. The curriculum is developed according to the requirements that emerge in curriculum development within the global system.	

Course description template

Course Instructor: Assistant Professor Wajdan Jassim / Assistant Professor Inam Mohammed. Course Description (Educational Psychology): This course description provides a concise overview of the course characteristics and expected learning outcomes for the student, demonstrating whether...
He has made the most of the available learning opportunities. These must be linked to the program description.

University of Diyala – College of Basic Education	Educational Institution,
Educational Materials / History Department	Academic Department/Center,
Educational Psychology/ 2205 Coll	Course Name/Code,
mandatory	Available Attendance Forms
Fourth/Second	Semester/Year (Total
45	number of study hours)
2024/10/1	Date this description was prepared;
Course objectives	
Understanding the phenomena of learning and teaching, the factors affecting them, and interpreting the outcomes of events that occur within the relationship between learning and teaching, and between the teacher and the learner.	
Increase the teacher's ability to see what is happening remotely in terms of educational changes among students and to plan to meet his expectations in educational events of changes.	
Organizing, formulating, using, and applying knowledge in educational situations.	

Course outcomes, teaching and learning methods, and assessment

On the condition that enable the student to: A-1 A- Cognitive Objectives: To
Understand the concept of educational psychology
A-2 Explains the importance of educational
psychology. A-3 Defines the goals of educational psychology.
A-4 Distinguishes between the theoretical and practical goals of educational psychology
A-5 explains the characteristics of the teaching profession
A-6 shows the relationship between educational psychology and other sciences
A-7 identifies the desired personality traits of a teacher. A-8 lists the
functions of educational psychology.
A-9 Explains the importance of the axes of the effectiveness of the
educational process. A-10 Identifies the factors affecting the effectiveness of the educational
process. A-11 Defines motivation.
A-12 demonstrates the relationship between motivation and
learning. A-13 identifies the educational functions of motivation.
A-14 Define the concept of memory.
A-15 Explain the mechanism of memory.
A-16 Define the sequential processing strategy. A-17 Define the
parallel processing strategy.
A-18 demonstrates the importance of studying
memory. A-19 compares sequential and parallel processing strategies.
A-20 lists the types of memory.
A-21 explains the relationship between memory and learning.
A-22 Explains the most important contemporary theories that have explained
memory. A-23 Defines cognitive theory.
A-24 Explains the mechanism of memory according to cognitive theory. A-25
Defines behavioral theory. A-26 Explains the
mechanism of memory according to behavioral theory.
A-27 defines Gestalt theory
A-28 illustrates the mechanism of memory according to Gestalt theory.
A-29 discusses the mechanism of memory

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A-30 Explains the most important factors affecting the memory process.	
A-31 Identifies the most important ways to improve the memory process. A-32 Defines the concept of forgetting. A-33 Defines interference theory. A-34 Explains the mechanism of forgetting through interference theory.	
A-35 Identifies the most important factors affecting forgetting.	
A-36 defines the transfer of training effects.	
A-37 explains the importance of studying the transfer of training effects.	
A-38 shows the dimensions of training transfer.	
A-39 lists the types of training transfer.	
A-40 Compares the positive and negative transfer of the training effect. A-41 Identifies modern theories of the transfer of the training effect.	
A-42 compares theories of training transfer. A-43 defines feedback.	
A-44 shows the dimensions of feedback	
A-45 identifies types of feedback	
A-46 defines learning. A-47 explains the conditions for good learning.	
A-48 explains the effect of learning on language acquisition.	
A-49 explains the effect of learning on motor skill acquisition.	
A-50 shows the most important learning theories and laws. A-51 explains the relationship between discovery and learning. B - The skills objectives specific to the course.	
B1 - Determines the mechanism for transferring theoretical knowledge to the practical (applied) aspect within the classroom. B2 - Implements motivational stimulation strategies within the classroom. B3 - Applies appropriate methods to reduce the effect of forgetting. B4 - Designs educational situations that facilitate the transfer of the effect of training (learning).	
B-5 Applies learning theories in educational situations. B-6 Proposes appropriate solutions to educational problems based on the principles of educational psychology.	
Teaching and learning methods:	
Modified lecture – Discussion – Questioning – Brainstorming – Motivational questions	
Assessment methods	
quizzes).	Continuous assessment of student work (reports), assigned tasks, participation, and interaction with peers and the course instructor; surprise tests (weekly
Formative assessment through written tests (two tests are held during the semester)	
- Final assessment through the final exam. C- Affective and value-based objectives	
C-1 Recognizes the impact of science and scientists on the development of educational psychology.	
C-2 Shows active interest in studying educational psychology	
C-3 Developing positive attitudes towards the learning process. C-4 Modifying negative attitudes towards the learning process.	
Teaching and learning methods:	
brainstorming, discussion, branching questions. Assessment methods:	
reports, summaries,	
and worksheets.	
Observation and follow-up.	
Group discussion during the lecture.	

d) General and transferable skills (other skills related to employability and personal development). D-1 The skill of being able to solve various problems scientifically and apply what has been learned to studying real-world problems. D-2 Applying the principles of educational psychology to studying real-world problems. D-3 Developing cooperative learning skills. D-4 The skill of graphing different learning curves.					
Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Continuous assessment (participation) Reports – Duties Interaction	Revised lecture – discussion	Definition of educational psychology The importance of educational psychology Goals of Educational Psychology The relationship of educational psychology to other sciences	The concept of educational psychology is known It demonstrates the importance of educational psychology It defines the goals of educational psychology Distinguish between the theoretical and practical goals of educational psychology It defines the mechanism for transferring theoretical knowledge to the practical (applied) aspect within the classroom.	3	1
Continuous assessment (daily quiz - participation) Reports – Duties –Interaction,	Discussion – Storm mental	Desirable teacher personality traits (psychological traits – physical traits – mental traits – social traits) The function of educational psychology	It defines the desired teacher's personality traits Lists the functions of educational psychology	3	2
continuous assessment (participation) Reports – Duties Continuous	Discussion – Revised lecture	Interpreting the educational process (the educational process and educational psychology) (axes of the effectiveness of the educational process) Factors affecting the effectiveness of the educational process	It explains the importance of the axes of educational process effectiveness and identifies the factors affecting the effectiveness of the educational process.	3	3
assessment interaction (surprise test) Participation Reports – Duties –Interaction,	Discussion – Revised lecture	Definition of motivation The educational functions of motivation (the excitatory function – the anticipatory function – the motivating function – the punitive or corrective function)	Motivation is known It shows the relationship between motivation and learning. It identifies the educational functions of motivation.	3	4
continuous assessment (participation) Reports –	Discussion – Storm mental	Strategies for stimulating students' motivation to learn	He applies motivational stimulation strategies within the classroom.	3	5

Duties Interaction –					
Continuous assessment (participation) Reports — Duties Interaction –	Discussion – Storm mental	Definition of memory The importance of studying memory	The concept of memory is known It explains how memory works, highlights the importance of studying memory, and compares sequential and parallel processing strategies.	3	6
The calendar, the written exam	First month exam			3	7
Continuous assessment (participation) Reports — Duties Interaction –	Brainstorming – Motivational Questions Contemporary perspectives on the interpretation of memory and its models (the cognitive-behavioral perspective)	Brainstorming – Motivational Questions Contemporary perspectives on the interpretation of memory and its models (the cognitive-behavioral perspective)	Lists types of memory It explains the relationship between memory and learning. It presents the most important contemporary theories that have explained memory, and it explains the mechanism of memory according to cognitive theory. It explains the mechanism of memory according to behavioral theory.	3	8
Continuous assessment (surprise quiz - participation) Reports — Duties Interaction –	Brainstorming – Motivational Questions	Mechanisms of how memory works; factors affecting the memory process; ways to improve the memory process.	It discusses the mechanism of memory, explains the most important factors affecting the memory process, and identifies the most important ways to improve the memory process.	3	9
Continuous assessment (surprise quiz - participation) Reports — Duties Interaction –	Brainstorming – Motivational Questions	Causes of forgetfulness A theory explaining forgetting (previous interference) (retroactive suppression) and post-interference (progressive suppression)	The concept of forgetting is defined; the mechanism of forgetting is explained through interference theory; and the most important factors affecting forgetting are identified.	3	10
Continuous assessment (participation) Reports — Duties Interaction –	Brainstorming – Motivational Questions	The importance of studying the transfer of knowledge following training Definition of transfer following training	Understanding the transfer of knowledge after training highlights the importance of studying this transfer.	3	11
Continuous assessment (participation) Reports —	Problem solving Discussion –	Dimensions of transfer following training; theories of transfer following training	It shows the dimensions of the transfer following training It compares theories of training transfer.	3	12

Duties Interaction,			It designs educational situations that facilitate the transfer of training (learning) effects.		
continuous assessment (surprise quiz - participation) Reports – Duties Interaction,	Problem solving discussion	Definition of feedback; dimensions of feedback Types of feedback	The concept of feedback is defined; the dimensions of feedback are explained; and the types of feedback are identified.	3	13
continuous assessment (surprise quiz - participation) Reports – Duties Interaction,	Storm Mental – Hypertext questions	Definition of learning; conditions for good learning Learning and acquiring (language - motor skills)	Learning is known It outlines the conditions for good learning It explains the impact of language learning on acquisition and motor skill acquisition.	3	14
continuous assessment (surprise quiz - participation) Reports – Duties Interaction ,	Problem solving discussion	Learning theories and laws, discovery and learning, learning curves	It explains the most important learning theories and laws, clarifies the relationship between discovery and learning, and demonstrates the skill of graphing different learning curves.	3	15
evaluation, and assessment (written exam)		Second month exam		3	16

Infrastructure

There are no	1. Required textbooks
Fadel Mohsen Al-Zirjawi, Foundations of Educational Psychology; Emad Abdel Rahim Al-Zaghloul, Principles of Educational Psychology; Fouad Abu Hatab, Dictionary of Psychology and Education Saleh Muhammad Ali Abu Jadu, Educational Psychology, 2nd Edition Mahmoud Abdel Halim Mansi, Introduction to Educational Psychology; Izzat Jaradat, Introduction to Education	2a Main References (Sources)
Some research papers, letters, and theses that pertain to the vocabulary of the subject are recommended.	Recommended books and references etc.) (reports, scientific journals,
University of Babylon website through its e-learning lectures service http://repository.uobabylon.edu.iq/elearning/elearning2012.aspx Website of the College of Basic Education, University of Diyala / http://www.basicedu.uodiyala.edu.iq Website of Iraqi Academic Journals : http://www.iasj.net/iasj	B. Electronic references, websites...

Curriculum Development Plan
Enriching the curriculum with practical aspects related to the teaching profession.

Course description template

Course Instructor: M. Course Description (Educational Statistics) Muhammad Adnan Muhammad

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is a valid course description.
Making the most of available learning opportunities. These opportunities must be linked to the program description.

University of Diyala – College of Basic Education	Educational institution
Educational Materials / History Department	Academic Department / Center
Educational Statistics/ 2008 Coll	Course Name / Code
mandatory	Available Attendance Forms
Fourth/Second	Semester / Year
45	Total number of study hours
2024/10/1	Date this description was prepared;
Course objectives	
Introduction to the principles of educational statistics	
Introducing students to some statistical terms and the role of statistics in the advancement of the humanities.	
To equip students with the skills to apply the laws of educational statistics.	
To equip students with the skills to identify the appropriate statistical method for processing statistical data and interpreting results.	
Providing students with raw data processing skills, both tabularly and graphically.	
Students acquire the ability to think logically and to draw meaningful conclusions.	
Course outcomes, teaching and learning methods, and assessment	
On the condition that Cognitive Objectives: To enable the student to: A- A-1 Understand the concept of educational statistics A-2 Explains the relationship between measurement and statistics. A-3 Defines the concept of the research population and sample. A-4 distinguishes between the research population and the research sample A-5 identifies methods for selecting research samples A-6 Compares probability samples and non-probability samples A-7 Explains the reasons for selecting samples. A-8 Distinguishes between quantitative and qualitative data. A-9 Presents data using bar graphs and pie charts. A-10 Compares descriptive statistics and inferential statistics. A-11 Defines measures of central tendency. A-12 Distinguishes between the arithmetic mean, median, and mode. A-13 Defines measures of dispersion. A-14 Distinguishes between measures of dispersion. A-15 Shows the types of measures of dispersion. A-16 Explains the importance of measures of dispersion. A-17 Defines measures of correlation. A-18 shows the types of correlation measures A-19 compares Pearson's correlation coefficient and Spearman's correlation coefficient A-20 demonstrates the importance of inferential statistics A-21 illustrates the relationship between hypotheses and the level of significance.	

A-22 defines the null hypothesis A-23 Define the alternative (research) hypothesis A-24 Distinguishes between the null hypothesis and the alternative hypothesis. A-25 Explains the relationship between the standard score and the original score. A-26 outlines the steps for hypothesis testing					
B - The skills-based objectives of the course. B1 - Determines the appropriate statistical methods for different types of research and performs the statistical analyses for them. B2. Apply measures of central tendency and measures of dispersion to analyze test results. B3. Determine the relationship between two variables using Pearson's correlation coefficient. B4 - Determines the relationship between two variables using Spearman's correlation coefficient The study problem (B-5) formulates hypotheses in accordance with (B-6) formulating problems as mathematical models that can be statistically analyzed. B-7 proposes appropriate solutions to problems based on statistical results					
Teaching and learning methods					
The revised lecture – discussion – questioning – brainstorming – motivational questions					
Assessment methods					
Subject teacher - Continuous assessment of student work (reports), assigned tasks, participation, and interaction with peers, including weekly surprise quizzes. Formative assessment through written tests (two tests are held during the semester) - Final assessment through the final exam. C- Affective and					
value-based objectives C-1 Recognizes the impact of science and scientists on the development of educational statistics. C-2 Shows active interest in studying educational statistics C-3 Performs assigned duties with scientific accuracy. C-4 Participates in solving statistical equations within the classroom. C-5 Uses creative thinking skills to reach solutions to problems					
Teaching and learning					
methods: brainstorming – discussion – open-ended questions					
Assessment methods					
Reports, summaries, and working papers. Observation and follow-up. Group discussion during the lecture.					
d) General and transferable skills (other skills related to employability and personal development). D-1 The skill of being able to solve various problems scientifically and to use what has been studied in studying real-world problems D-2 Skill in using statistical thinking. D-3 Applying the principles of descriptive and inferential statistics in studying real-world problems. D-4 Developing self-learning skills. D-5 Skill in using graphs					
Course structure					
Assessment	Teaching method	Unit/Topic Name	Hours required learning outcomes		Week
method: Continuous assessment (participation) Reports – Duties – Interaction (	Revised lecture – discussion	Statistics, Definition of statistics; Importance of statistics; Measurement and statistics	The concept of educational statistics is defined – the importance of statistics is explained – the relationship between measurement and statistics is clarified	3	1

Continuous assessment (daily quiz - participation - reports - assignments - interaction)	Discussion – brainstorming	Types of measurement: population, sample	It defines the types of measurement, understands the concept of the research population and sample, and distinguishes between the research population and the research sample. It defines the methods for selecting research samples.	3	2
Continuous assessment (participation – reports – assignments – interaction)	Discussion – Revised lecture	Types of samples; statistical symbols Quantitative data	It compares probability samples with non-probability samples. It explains the reasons for selecting the samples and clarifies the statistical symbols.	3	3
Continuous assessment (surprise quizzes - participation - reports - assignments - interaction)	Discussion – Revised lecture	Qualitative data bar charts	Distinguish between quantitative and qualitative data; represent data using bar graphs.	3	4
Continuous assessment (participation – reports – assignments – interaction)	Discussion – brainstorming	histogram, frequency polygon	The data is represented using a histogram and a frequency polygon.	3	5
Continuous assessment (participation – reports – assignments – interaction)	Discussion – brainstorming	frequency curve circle graph	The data is represented using a frequency curve and a pie chart.	3	6
The calendar, the written exam	First month exam			3	7
Continuous assessment (participation – reports – assignments – interaction)	Brainstorming – Motivational questions	Statistical measures arithmetic mean Predicted average	It compares descriptive statistics and inferential statistics. The concept of measures of central tendency is understood. Measures of central tendency and measures of dispersion are applied to analyze the test results.	3	8
Continuous assessment (surprise quiz - participation - reports)	Brainstorming – Motivational questions	Moderate	It distinguishes between the arithmetic mean, the median, and the mode.	3	9

Duties – Interaction (					
Continuous assessment Surprise exam - Participation - Reports – Duties – Interaction (	Brainstorming – Motivational questions	Measures of dispersion range	It defines measures of dispersion, explains the types of measures of dispersion, and extracts the range value for the data.	3	10
Continuous assessment (participation) Reports – Duties – Interaction (	Brainstorming – Motivational questions	Contrast Standard deviation	Extracts the variance and standard deviation values for the data.	3	11
Continuous assessment (participation) Reports – Duties – Interaction (	Problem solving – discussion	Pearson correlation coefficient, Spearman correlation coefficient	It analyzes the relationship between two variables using Pearson's correlation coefficient and Spearman's correlation coefficient.	3	12
Continuous assessment (surprise quiz - participation) Reports – Duties – Interaction (	Problem solving discussion	hypotheses Significance level	Formulates the study hypotheses and determines the level of significance.	3	13
Continuous assessment (surprise quiz - participation) Reports – Duties – Interaction (	Brainstorming – Divergent Questions	Standard grade Hypothesis testing	Determines the standard grade He tests hypotheses to reach appropriate conclusions and proposes solutions to problems based on statistical results.	3	14
The calendar, the written exam	Second month exam			3	15
Review of the material				3	16
Infrastructure					
There is			1. Required textbooks		
no Abdul Jabbar Tawfiq Al-Bayati and Zakaria Zaki Athanasius, Descriptive and Inferential Statistics. Abdullah Falah and Ayesh Musa, Educational Statistics Amman Al-Zaghloul, Educational Statistics Abdul Rahman Adas. Principles of Statistics in Education and Psychology			2a Main References (Sources)		

Some research papers, letters, and theses that pertain to the vocabulary of the subject are recommended.	Recommended books and references (reports, scientific journals, etc.)
University of Babylon website through its e-learning lectures service http://repository.uobabylon.edu.iq/elearning/elearning2012.a spx Website of the College of Basic Education, University of Diyala / http://www.basicedu.uodiyala.edu.iq Iraqi Academic Journals website http://www.iasj.net/iasj Electronic references: Mohammed Mahdi Al-Qassas, Principles of Statistics and Social Measurement	b) Electronic references, websites

Course description template

Course Instructor: Dr. Saad Mohamed Ali

Course Description: Modern History of Iraq

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. These must be linked to the program description.	
College of Basic Education	Educational institution 25
the date	26. Academic Department/Center
Modern History of Iraq 2317 Hist	27. Course Name/Code 28.
mandatory	Available Attendance Forms
Fourth/Second	29. Chapter/Year
30 hours	30. Total number of study hours. Date this
1/10/2024	description was prepared. 31
Course objectives. 32	
-1 To enable students to learn about and understand the most prominent social, economic, and political events that Iraq went through from 1917-1258	
-2 Enabling students to understand the causes of the occupation and uprisings in Iraq	
-3 Introducing students to the most important sources and references used in teaching the subject	
4. Enabling students to analyze the events that Iraq went through from 1917-1258.	
-5 Instilling virtuous values and habits in students, love for the homeland and its glorious history of achievements and noble values, and rejecting division and internal strife.	

Course outputs, teaching and learning methods and
assessment A- Cognitive
objectives A-1 To enable students to acquire knowledge and understanding of the intellectual framework of modern Iraq history.
A-2 Enabling students to acquire knowledge and understanding of the significant events in the history of modern Iraq
A-3 Enabling students to gain knowledge and understanding of the most prominent political figures who ruled Iran
A-4 Enabling students to acquire knowledge and understanding of the revolutions and uprisings in the history of modern Iraq
A-5 To enable students to acquire the knowledge and understanding to analyze and interpret the events of modern Iraqi history.
A-6 Enabling students to acquire knowledge and understanding of the most important sources and references for studying the history of modern Iraq

B - Course-specific skills objectives. B1 - To compare political events in the era of modern Iraq B2 – Analyzes historical events and their causes. B3 – Writes a paper or research on any topic in the history of modern Iraq. B-4 gathers information about the most famous rulers of modern Iraq. Teaching
and learning methods.
To provide students with the fundamentals and topics related to the modern history of Iraq. The course material is explained and clarified by the course instructor. Students are encouraged to visit the library and consult resources for studying modern Iraqi history. They are also encouraged to enhance their skills by visiting websites to gain further knowledge about modern Iraqi history. Using methods of lecturing, questioning, and discussion in some topics that require the discussion method.
Assessment methods
Daily tests with specific questions. Grading for homework and class participation. Assigning students research projects on modern Iraqi history and assigning grades for them. Monthly tests with objective and essay questions.
Affective and value-based goals C- C-1 To interpret and analyze the events of modern Iraqi history C-2 differentiates between the nature of Ottoman policy and the policy of the rest of the countries occupying Iraq in the modern era. C-3 Evaluates some historical texts and information. C-4 Compares the history of the occupation periods in the history of modern Iraq.
Teaching and learning methods
A method for solving problems: brainstorming. Simulation.
Assessment methods
The written exam assesses the student's ability to think, analyze, and draw conclusions. It requires comparisons between political figures who have ruled in modern Iraqi history. Writing research papers on events and figures in modern Iraqi history requires in-depth studies and research. Daily assessments will include intellectual and deductive questions. D - General and transferable
skills (other skills related to employability and personal development). D-1 Uses contemporary sources and references, and contemporary historical terminology and connotations. D-2 Forming groups of students to study important events and figures from the history of modern Iraq in order to reach scientific and objective conclusions regarding them. 3. Utilizing historical departments, museums, and state institutions related to history and heritage to enhance and disseminate students' knowledge. 4. Utilizing archaeological centers and libraries that contain manuscripts and historical documents to broaden students' understanding and facilitate the writing of historical research papers.

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic. Daily	1. Meeting or lecture 2. Questioning 3. Problem solving	An overview of Iraq's administrative, social, and political conditions	Enabling students to understand the general conditions during the Ilkhanid era	2	First
quizzes with questions. Specific 2. Class participation in preparing the lecture. 3. Writing a paper on the topic. 4.	1- Meeting or lecture 2- Questioning 3- Problem solving	An overview of the administrative, social, and political conditions in Iraq during the Ja'iri era	Enabling students to know and understand the general conditions in Iraq during the Algerian era	2	the second
Daily quizzes with questions. Specific -2 Class participation in preparing the lecture -3 Writing a paper on the topic -1 Daily	1. Meeting or lecture 2. Questioning 3. Problem solving	Qara Yusuf and the general conditions of Iraq during this era.	Enabling students to know and understand the general situation in Iraq during the Black Sheep era	2	the third
quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic -1 Daily quizzes	1. Meeting or lecture 2. Questioning 3. Problem solving	The most important rulers of the White Sheep State	Enabling students to know and understand the general situation in Iraq, the era of the White Sheep	2	Fourth
with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	The situation in Iraq during the Safavid occupation	Safavid occupation - 1508 1534	2	Fifth

		First month exam		2	Sixth
-1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	Suleiman the Magnificent and the occupation of Baghdad 1534	Enabling students to learn about the conditions in Iraq during the Ottoman era	2	Seventh
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	The rise of Mamluk rule in Iraq 1750-1831	Understanding the conditions in Iraq during the Mamluk era	2	Eighth
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	Iraq during the reigns of Hassan Pasha and Ahmed Pasha 1704-1747	Understanding the conditions in Iraq during the Mamluk era	2	Ninth
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	Iraq during the reign of Daoud Pasha and the end of Mamluk rule	Understanding the conditions in Iraq during the Mamluk era	2	tenth
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	The situation in Iraq during the reign of Ali Reza Alz	Enabling students to understand the return of direct Ottoman control to Iraq - 1831 1908	2	eleventh
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	The situation in Iraq during the reign of Midhat Pasha	Enabling students to understand the return of direct Ottoman control to Iraq - 1831 1908	2	twelfth
		Second month exam		2	thirteenth
-1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	Administrative structures in Iraq	Enabling students to understand the return of direct Ottoman control to Iraq - 1831 1908	2	fourteenth
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	British policy towards Iraq - 1914 1918	To enable students to understand the conditions in Iraq during the nineteenth century and the consolidation of British influence	2	fifteenth

Infrastructure	
The History of Iraq during the Ottoman Era by Ali Shaker Ali	1. Required textbooks
The Modern History of Iraq from the End of Daoud Pasha's Rule to the End of Midhat Pasha's Rule, by Abdul Aziz Salman Nawar	2. Main References (Sources)
Iraq during the reign of Midhat Pasha 1869-1872, by Muhammad Asfour Salman	The books and references that support the reports (scientific journals...).
http://www.alrashead.net http://arabic.ilib.ir http://alwelayah.net	B. Electronic references, Internet sites

Curriculum Development Plan: 1.
Establishing training courses in the field of archaeology and heritage. 2. Holding training courses in the investigation of manuscripts and historical documents related to the modern history of Iraq. 3. Websites specializing in history, such as the Modern History Group or the Graduate Studies in History Group, and social networking sites such as Facebook and Twitter. 4. Organizing scientific trips to historical and archaeological sites. 5. Hosting specialized history lectures by distinguished professors from other Iraqi universities or other colleges within the university. 6. Inviting specialists in antiquities, manuscripts and documents to meet with students and give quality lectures in those fields. 7. Assigning students to conduct research and studies on the reality of Iraqi society by going into the field and using scientific and accurate questionnaires that reveal the characteristics and features of Iraqi society.

Course description template

Course Instructor: Dr. Ahmed Mohammed Jassim Course description: Europe in the 19th century

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. This must be linked to the program description.

College of Basic Education	Educational institution
the date	Scientific Department / Center
Europe in the 19th Century 2318 Hist	Course Name/Code
mandatory	Available Attendance Forms
Fourth/Second	Semester/Year
30 hours	Total number of study hours, date this
1/10/2024	description was prepared,
course objectives	
-2 Enabling students to learn about the most prominent political events in Europe	
2. To enable students to understand the reasons for the frequent political upheavals in Europe. 3. To	
introduce students to the most important sources.	
Comparing it to the Middle Ages enables students to analyze events.	

5. Introducing students to contemporary European history

Course outcomes, teaching and learning methods, and assessment

A- Cognitive Objectives A-1

To enable students to acquire knowledge and understanding of the intellectual framework of European history. A-2 To enable students to acquire knowledge and understanding of the prominent events in European history in the nineteenth century. A-3 To enable students to acquire knowledge and understanding of the most prominent European figures who played a significant role in political and economic events. A-4 To enable students to acquire knowledge, understanding, analysis, and interpretation of the events that occurred in Europe. A-5 Enabling students to acquire knowledge and understanding of the most important sources of European history in the nineteenth century

B - The skills-based objectives of the course.

B1 - Analyzing historical events and explaining their causes

C-2 Compares events in Europe in the 18th and 19th centuries

C-3 Some famous European figures are evaluated

C-4 Gathers information about major European events

Teaching and learning methods

-1 The meeting or lecture

-2 Interrogation

-3 Discussion and requesting students to visit the library and the internet.

Assessment

methods - 1. Daily tests with homework questions related to the subject matter

-2 Submitting research papers with a well-structured scientific plan in European history and assigning grades to them

-3 Conducting monthly tests with objective and essay questions

Affective and value-based objectives (C)

C-1 To interpret and analyze the events of European history in the nineteenth century

C-2 compares the history of Europe in the 18th and 19th centuries

C-3 Evaluates some historical texts and information. C-4 Differentiates between the policies of European countries and methods

of teaching and learning.

discussion

The meeting

Interrogation

Assessment methods

Written exam

He requested comparisons between political figures who ruled in Europe.

Writing research papers on European events and figures

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

D-1 Enabling the student to write a research paper about a European figure

D-2 Enabling the student to summarize a reference or source on European history in one-tenth of its size

D-3 Developing the student's ability to analyze information

D-4 Enabling the student to use European maps

Course structure

Evaluation Method	Required learning outcomes: Unit/topic name, teaching method		Hours	Week
Daily tests	The meeting discussion	-1 Pre-revolutionary stages -2 Causes of the revolution -3 Course of events of the revolution	Enabling students to understand the causes and consequences of the French Revolution	2 First

		and its results			
Writing a paper on the topic	Interrogation	Stages and sides of the Napoleonic Wars	Enabling students to learn about the Napoleonic Wars	2	the second
Class participation	Discussion and questioning	Conference Resolutions	Congress of Vienna 1815	2	the third
Daily tests	Presentation and discussion	Political, economic and social life in France	Political developments in France 1815-1848	2	Fourth
Writing a paper on the topic	Interrogation	Political, economic, and social life in Britain; key political	Political developments in Britain 1815-1848	2	Fifth
Daily tests	Discussion and questioning	developments and the struggle between the two countries for influence in Europe	Prussia and German lands - 1815 +1848 Austrian Empire 1815-1848	2	Sixth
Writing a paper on the topic	Discussion and questioning	Causes and consequences of revolutions	The rise of nationalism in 1848 and its spread in Europe	2	Seventh
Class participation	Interrogation	Key features of domestic and foreign policy in His covenant	France under the control of Napoleon III - 1848 1870	2	Eighth
Class participation	discussion	Causes of the war, its consequences, and the international stance towards it.	The Eastern Question and the Crimean War	2	Ninth
Writing a paper on the topic	Interrogation	Steps to achieve unity	Italian Unification 1861	2	tenth
Daily test	The meeting	Steps to complete the unit	German Unification 1870	2	eleventh
Writing a paper on the topic	The meeting	Foreign and domestic policy and political parties	The Third French Republic	2	twelfth
Daily test	discussion	The Industrial Revolution and its impact on colonial rivalry between the two countries	Political and economic developments in Britain and Germany 1870-1914	2	thirteenth
Writing a paper on the topic	Discussion and presentation	The Industrial Revolution and its impact on colonial rivalry between the two countries	Political developments The economy of Italy and Russia 1870-1914	2	fourteenth
Daily test	discussion	International alliances and blocs, and increasing international competition between major powers	International relations in Europe 1870-1914	2	fifteenth

Infrastructure

1. Basic Texts 2. Required Textbooks 3. Other Muhammad	1. Required textbooks
Muzaffar al-Adhami, History of Modern Europe Abdul Aziz Suleiman and Abdul Majeed Na'na'i, *A History of Contemporary Europe*, Grant and Temperley, *A History of Europe in the 19th and 20th Centuries*	2. Main References (Sources)

-1 Khalil Ali Murad, Studies in Modern and Contemporary European History -2 H. Al-Fisher, A History of Modern Europe	The recommended books and references (reports, scientific journals, etc.)
Electronic references, websites... Wikipedia, the European Encyclopedia	

Curriculum Development Plan	
Utilizing the services of electronic libraries and the international information network	-1
Conducting professional development courses for students and	-2
faculty, and organizing scientific trips.	-3

Course description template

Course Instructor: Dr. Ali Nayef

Course Description: History of the Umayyad State

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether He has made the most of the available learning opportunities. These must be linked to the program description.

College of Basic Education	Educational institution
the date	Scientific Department / Center
History of the Umayyad State 2319 Hist	Course Name/Code
Fourth/	Available Attendance Forms
Second Mandatory	Semester/Year
30 hours	Total number of study hours, date this
1/10/2024	description was prepared,
course objectives	
-6 Enabling students to know and understand the transfer of the caliphate to the Umayyad .	
-7 Enabling students to understand and highlight the most important cultural and administrative characteristics of the Umayyad state	
-8 Introducing students to the most important sources and references used in teaching the subject	
-9 Enabling students to analyze and compare events in the ancient Stone Age.	
-10 Instilling virtuous values and habits in students, love for the homeland and its glorious history of noble achievements and values, and rejecting division and internal strife.	
Course outcomes, teaching and learning methods, and assessment	38

A- Cognitive Objectives A-1 To enable students to acquire knowledge and understanding of the intellectual framework of the history of the Umayyad state A-2 Enabling students to acquire knowledge and understanding of the prominent events in the history of the Umayyad state A-3 Enabling students to acquire knowledge and understanding of the most prominent cultural characteristics of the Umayyad state A-4 Enabling students to acquire knowledge and understanding of the important political events in the Umayyad state A-5 To enable students to acquire the knowledge and understanding to analyze and interpret the events of the transfer of the caliphate from the Umayyads to the Marwanids. A-6 To enable students to acquire knowledge and understanding of the most important sources and references for studying the history of the Umayyad state.	
B - The skills-based objectives of the course. B1 – Compares the Sufyanid and Marwanid dynasties. B2 – Analyzes historical events and their causes. B3 – Writes a paper or research paper on any topic related to the history of the Umayyad Caliphate. B4 – Gathers information about the most famous Umayyad caliphs.	
Methods of teaching and	
learning - 6. Providing students with the basics and topics related to the history of the Umayyad state. -7 Explanation and explanation of the course material by the course instructor. -8 Students are required to visit the library and consult sources for studying the history of the Umayyad state. -9 Improving students' skills through visiting websites to gain additional knowledge about the history of the Umayyad state -10 Using methods of lecturing, questioning, and discussion in some topics that require the discussion method.	
Assessment methods	
-5 Daily tests with specific questions. -6 Marking homework and class participation. -7 Assigning students research projects on the history of the Umayyad state and assigning grades for them. -8 monthly tests with objective and essay questions.	
Affective and value-based objectives C- C-1: To interpret and analyze the events of the study of the history of the Umayyad state. C-2 differentiates between the nature of the policies of the Umayyad caliphs. C-3 evaluates some historical texts and information. C-4 highlights the administrative and cultural efforts of the Umayyad state.	
Teaching and learning methods	
-7 Problem-solving methods. -8 Brainstorming. -9 Simulation.	
Assessment methods	
5. A written exam to assess the student's ability to think, analyze, and deduce. 6. Students will be asked to draw comparisons between the rulers of the city-states and their most important achievements. 7. Students will be required to write research papers highlighting the military and administrative role of the Umayyad Caliphate. 8. Daily exams will consist of intellectual and deductive questions.	
D - General and transferable skills (other skills related to employability and personal development). D-1 Uses contemporary sources and references, and contemporary historical terminology and connotations. D-2 Forming groups of students to study the events and important figures in the history of the Umayyad state and to reach scientific and objective conclusions regarding them. 3. Utilizing historical departments, museums, and state institutions related to history and heritage to enhance and disseminate students' knowledge. 4. Utilizing research centers and libraries containing manuscripts and historical documents to broaden students' understanding and facilitate the writing of historical research papers.	

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic. Daily	1. Meeting or lecture 2. Questioning 3. Problem solving	Muawiyah ibn Abi Sufyan was the founder of the Umayyad state.	To enable students to know and understand the transfer of the caliphate to the Umayyads.	2	First
quizzes with questions. Specific 2. Class participation in preparing the lecture. 3. Writing a paper on the topic. 4. Daily	1- Meeting or lecture 2- Questioning 3- Problem solving	Muawiyah's policy towards the conquests and liberation operations in the East and the West	To enable students to know and understand Muawiyah's efforts in the Islamic conquests	2	the second
quizzes with questions. Specific -2 Class participation in preparing the lecture -3 Writing a paper on the topic -1 Daily	1. Meeting or lecture 2. Questioning 3. Problem solving	Ibn al-Zubayr's movement - The movement of Al-Husayn ibn Ali (peace be upon him) - The Kharijite movements	Enabling students to know and understand the most important opposition movements	2	the third
quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic -1 Daily quizzes	1. Meeting or lecture 2. Questioning 3. Problem solving	Abd al-Malik ibn Marwan, the unifier of the Umayyad state and his most important achievements	Enabling students to know and understand the Caliphate of Abd al-Malik ibn Marwan 65 86 hr	2	Fourth
with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	Administrative and cultural aspects	Enabling students to know and understand the most important works of Abd al-Malik ibn Marwan	2	Fifth

		First month exam		2	Sixth
-1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	The administration during the reign of Muawiyah ibn Abi Sufyan (as a model)	To enable students to know and understand what administration was in the Umayyad state	2	Seventh
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	- Judiciary - Police	To enable students to know and understand the most important administrative structures during the reign of Hisham ibn Abd al-Malik	2	Eighth
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	Army, Navy	To enable students to know and understand the most important administrative structures in the Umayyad state	2	Ninth
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	Umayyad-Byzantine relations.	To enable students to know and understand the foreign relations of the Umayyad state	2	tenth
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	- Railway - Style	To enable students to know and understand the most important economic aspects of the Umayyad state	2	eleventh
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	The emergence of the Abbasid state on the political stage was one of the most important reasons for the state's downfall.	Enabling students to know and understand - one of the most important reasons for the Umayyad	2	twelfth
		Second month exam		2	thirteenth
-1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing	1. Meeting or lecture 2. Questioning 3. Problem solving	- Al-Hasan ibn Ali (peace be upon him) enabling students to know and understand Imam Ali ibn al-Husayn Zayn al-Abidin and the history of the Ahl al-Bayt (peace be upon them).		2	fourteenth
a paper on the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	Imam Muhammad al-Baqir, peace be upon him	Enabling students to know and understand the history of the Ahlul-Bayt (peace be upon them).	2	fifteenth

Infrastructure	
Ibn Khaldun, The Muqaddimah Al-Mawardi, Al-Ahkam Al-Sultaniyya	1. Required textbooks

Political and Social History, Hassan Ibrahim Hassan Al-Tabari / Messengers and Kings	2. Main References (Sources)
The Umayyad Caliphate / Abdul Amir Dickson 2/ Abdul Moneim Majid The Political History of the Arab State: Part 1: The History of the Early Islamic Period and the Umayyad State / Muhammad Abd al-Hayy Sha'ban	The books and references that support the reports (scientific journals...),
B. Electronic references, websites.... net.alrashed.wwhttp/ http://arabic.irib.ir http://alwelayah.net	

Curriculum Development Plan: 1.	40
Conducting training courses in the field of literature and heritage. 2. Conducting training courses in the verification of manuscripts and historical documents related to the history of the Umayyad state. 3. Websites specializing in history, such as the Family History Group or the Higher Studies in History Group, and social networking sites such as Facebook and Twitter. 4. Organizing scientific trips to historical and archaeological sites. 5. Specialized scientific lectures on history, hosted by distinguished professors from other Iraqi universities or from the university's faculty. The other. 6. Inviting specialists in manuscripts, documents, and archives to meet with students and give quality lectures in those fields. 7. Assigning students to conduct research and studies on the reality of Iraqi society by going into the field using scientific and accurate questionnaires. The characteristics and features of Iraqi society are revealed	

Course description template

Course Instructor: Prof. Dr. Thuraya Mahmoud

Course Description: Historical Research Methodology

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is	
He has made the most of the available learning opportunities. These must be linked to the program description.	
University of Diyala / College of Basic Education	Educational institution
the date	Scientific Department / Center
Historical Research Methodology 1308 Hist	Course Name/Code
mandatory	Available Attendance Forms
Fourth/Second	Semester/Year
45 hours	Total number of study hours, date this
2024/10/1	description was prepared, course
objectives	
1. Enabling students to learn the most prominent definitions of history. 2.	
Enabling students to understand the reasons for the abundance of definitions of history.	
3. Introducing students to the most important sources.	
4. Enabling students to analyze events and compare them through a scientific reading. 5.	
Introducing students to the religious and secular benefits of	
history. Course outcomes, teaching and learning methods, and assessment.	
B - The skills-based objectives of the course.	
B1 - Analyzing historical events and explaining their causes	
C-2. Compare historical writings in the Arab countries before Islam and during the Islamic period.	
C-3 Some famous Arab figures are evaluated using the scientific method.	
C-4. Gathers information about the most important historical events of a specific period within a sound scientific methodology.	

Teaching and learning methods
-1 The meeting or lecture -2 Interrogation -3 Discussion and requesting students to visit the library and the internet.
Assessment
methods - 1. Daily tests with homework questions related to the subject matter -2 Submitting research papers that include a well-structured scientific plan in Arab history and assigning grades to them -3 Conducting monthly tests with objective and essay questions
Affective and Value-Based Objectives C- C-1: To interpret and analyze events in general Arab history C-2 compares the scientific method of writing history with random narration. C-3 Evaluates some historical texts and information. C-4 Knows the characteristics of a scientific historian and those who claim to be one.
Methods of teaching and learning.
Problem solving, brainstorming, simulation
Assessment methods
A written exam to measure the student's ability to think, analyze, and deduce. He requested that comparisons be made between some historical accounts and that they be sifted through. Writing research papers on Arab events and personalities -
General and transferable skills (other skills related to employability and personal development). D-1 Enabling the student to write a research paper about an Arab figure. D-2 Enabling the student to summarize a reference or source on pre-Islamic Arab history in one-tenth of its length. D-3 Developing the student's ability to analyze information 4- Enabling the student to use the scientific plan to study events

Course structure 41					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Daily tests	The meeting -8 discussion -9	-1 Definition of history: linguistically and technically -3 Subject of History/Man - Time- The place	the date	2	First
Writing a paper on the topic	Discussion and questioning	1. Desire 2. Patience 3. Knowledge 4. Culture 5. Scientific spirit	Qualities of a historian	2	the second
Class participation	discussion and interrogation	-1 The role of Islam in the emergence of the science of history among the Arabs -2 The development of historical writings among the Arabs -3 Writing according to the annual curriculum and topics -4 The emergence of multiple styles of writing history: - National histories - Classification - Genealogical arrangement - Biographies - World histories - Local	The Origins of the Science of History among the Arabs	2	the third
Daily tests	Presentation and discussion	histories - 1. Geography - 2. Literature 3. Language 4. Economics 5. Politics Books 6. Documents -7 Conclusion -8The Science of Money	Auxiliary Sciences	2	Fourth
Writing a paper on the topic	Problem solving	-1 Choosing the topic	Principles of historical research	2	Fifth
Daily tests	discussion and interrogation	-2 Research plan	Principles of historical research	2	Sixth
Writing a paper on the topic	discussion The first month's	-3 Information Gathering	Principles of historical research	2	Seventh
First month exam	exam and questioning	- First Month Exam	First month exam	2	Eighth
Class participation	discussion	-4 Criticism of sources	Principles of Historical Research	2	Ninth
Writing a paper on the topic	Problem solving	5. Rules for verifying the authenticity of historical		2	tenth
Daily test	Presentation and discussion	texts. 6. Attempting to subject historical events to scientific logic.	Principles of historical research	2	eleventh

Presentation and discussion on the topic	discussion; writing a paper	1. Choosing the topic 2. Research plan 3. Gathering information 4. Critiquing sources 5. Rules for verifying the authenticity of texts; attempting to subject historical events to scientific logic	A general review of all the steps of the principles of historical research	2	twelfth
Daily test	discussion and interrogation	-1 Linking the parts of the research -2 The researcher's honesty and integrity 3. For whom does the	Writing history	2	thirteenth
Writing a paper on the topic	Discussion and presentation	researcher write? 4. Interpretation of historical events 5. Linguistic presentation style -6 The subject unit in the book,	Writing history	2	fourteenth
Second month exam	Second month exam	second monthly exam	Second month exam	2	fifteenth

Infrastructure	
1. Basic texts 2. Required books -3 other	1. Required textbooks
Abdul Wahid Dhunoun, The Methodology of Historical Research Muhammad Muhsin Husayn, The Methodology of Historical Research Other books	2. Main References (Sources)
-1 Ibn Saad: Al-Tabaqat al-Kubra, edited by: Muhammad Abdul Qadir Atta -2 Khalifa bin Khayyat, History of Khalifa bin Khayyat, edited by: Dr. Akram Dhia Al-Omari	The electronic and reference materials that support the reports (scientific journals...).
Wikipedia The Arabic World Encyclopedia	B. Electronic references, websites

Curriculum Development Plan
-1. Utilizing the services of electronic libraries and the international information network 2. Conducting professional development courses for students and faculty. 3. Organizing scientific trips.

Course description template

Course Description (Contemporary History of Arab Countries) Course Instructor: Dr. Ahmed Mohamed

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. These must be linked to the program description.

College of Basic Education	Educational institution
the date	Department/Center Course
Contemporary History of Arab Countries 3324 Hist	Name/Code
mandatory	Available attendance forms:
Fourth/Second	Semester/Year
2 x 15 = 30 hours	Total number of study hours, date this
1/10/2024	description was prepared,
course objectives	
To enable students to learn about and understand the most prominent political events that the Arab world has	
experienced; to enable students to understand the reasons for the uprisings and revolutions against colonial powers in the Arab world; to	
familiarize students with the most important sources and references used in teaching the subject.	
Enabling students to analyze events that have occurred in the history of the contemporary Arab world	

Course outputs, teaching and learning methods and assessment
A- Cognitive objectives A-1 To enable students to acquire knowledge and understanding of the intellectual framework of contemporary Arab history. A-2 Enabling students to acquire knowledge and understanding of the prominent events in the history of the contemporary Arab world A-3 Enabling students to gain knowledge and understanding of the most prominent political figures in the history of the Arab world A-4 Enabling students to acquire knowledge and understanding of the revolutions and uprisings in the contemporary history of the Arab world A-5 To enable students to acquire the knowledge and understanding to analyze and interpret the events of contemporary Arab history. A-6 Enabling students to acquire knowledge and understanding of the most important sources and references for studying the history of the contemporary Arab world
B - The skills-based objectives of the course. The student compares political events before and after World War I, analyzes historical events and their causes, and applies this knowledge by writing a paper or research on any topic within the history of the contemporary Arab world. It gathers information about the most prominent thinkers and political figures in the Arab world.
Teaching and learning methods
, patrols , At the beginning of the semester, students are informed of the course syllabus and information sources (relevant books, dissertations). The Lectures are syllabus is then distributed across the weeks of the semester, and the assessment methods to be followed are outlined as follows: 1. prepared according to the sequence outlined in the syllabus, utilizing the aforementioned information sources. 2. Students are informed of the topic of the upcoming lecture to allow them time 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 history of the contemporary Arab world and its most significant events. 11. Students are required to visit the library and consult sources for studying contemporary Arab history. Assessment methods.
1. Two midterm exams will be conducted: the first after the fifth week of the semester and the second after the eleventh week. The assessment will comprise 40% of the semester grade, and each exam will consider cognitive levels (recall and overall achievement), taking into account student attendance and daily participation. 2. A final exam will be held at the end of the semester, comprising 60% of the final grade, and will be administered according to the Ministry's schedule. The questions will comprehensively cover the content of the application and exploration modules. The curriculum and mental levels (memorization)

Affective and Value-Based Objectives C-	
C-1: To interpret and analyze events in the history of the contemporary Arab world	
C-2 differentiates between the nature of British and French policy towards the countries of the Arab world.	
C-3 evaluates some historical texts and information.	
C-4 compares the history of colonial occupation before and after the First World War in the contemporary Arab world.	
Discussion-based teaching and	
learning methods	
The meeting	
Interrogation	
Assessment	
implicitly included in the course assessment processes that take place during and at the end of the semester methods are	
D - General and transferable skills (other skills related to employability and personal development).	
D-1 Uses contemporary sources and references, and contemporary historical terminology and connotations.	
D-2 Forming groups of students to study important events and figures from contemporary Arab history in order to reach scientific and objective conclusions regarding them.	
D-3. To benefit from the departments of museums and state institutions related to history and heritage in order to increase and disseminate students' knowledge.	
D-4. To benefit from the archives and libraries that contain manuscripts and historical documents in order to benefit from them in order to speed up access and writing historical research.	

Course structure 42					
Evaluation Method	Teaching method	Unit/Topic Name	Weekly hours required learning outcomes		
Formative assessment	The debate and the interrogation	General conditions in the Arab world and the political fronts of the Arab struggle	The vibrant struggle within the Arab world and the political fronts of the Arab struggle	2	First
Formative assessment	The debate and the interrogation	The transformations that occurred in the general situation in the Arab world after the First World War	Liberation and the subsequent liberation movements in the Arab world after the First World War	2	the second
Formative assessment	The debate and the interrogation	The countries involved Decisions in World War I	With the countries involved Relationships in World War I	2	the third

Formative assessment	The peeler and interrogation	history of the Arab world - the contemporary	The revolutions that occurred in the Arab world Contemporary	2	Fourth
Formative assessment	The peeler and interrogation	The growth and development of the national movement in the Arab world	Its development in the Arab world	Fifth 2	

Formative assessment		Questions from the prescribed material	First month exam	2	Sixth,
Formative assessment	Discussion	The causes of the 1919 revolution in Egypt and its spread	Causes of the 1919 revolution in Egypt and its spread	2	Seventh
Formative assessment	and questioning	to Syria, the resistance against the French occupation	Resistance in Syria against the French occupation	2	Eighth
Formative assessment		Political developments in Egypt	Political developments in Egypt	2	Ninth

Formative assessment	discussion and interrogation	Political developments in Syria from 1925 until 1925 1936	Political developments in Syria from 1925 to 1936	2	tenth
Formative assessment	discussion Interrogation and	Political developments in Lebanon	Political developments in Lebanon	2	eleventh
Formative assessment	discussion and interrogation	The Algerian Revolution of 1954 against the French occupation	The Algerian Revolution of 1954 against the French occupation	2	twelfth
Formative assessment		Questions from the prescribed material	Second month exam	2	the third ten
Formative assessment	discussion Interrogation and	The resistance of the Arab people in Libya to the Italian occupation	2. The resistance of the Arab people in Libya to the Italian occupation: The		fourteenth
Formative assessment	discussion and interrogation	Omar Al-Mukhtar's hor	revolution of Omar al-Mukhtar	2	fifteenth

Infrastructure	
There is no	1. Required textbooks
, Dr. Ibrahim Khalil Ahmed and Dr. Khalil Ali Murad, Contemporary History of the Arab World, University of Mosul, 1984. Muhammad Asfour Salman, Glimpses of Contemporary Arab History, University of Diyala, 201 -2 Talib Muhammad Wahib and others, Contemporary History of the Arab Beirut, 2011 -4 Ibrahim Al-Faouri, Contemporary History of the Arab World, Beirut, 1972. -5 Abdul Aziz Nawar, Contemporary Arab History, Beirut, 1972. -6 Abdul Karim Mahmoud Gharaibeh, Contemporary Arab History, Beirut, 1984	2. Main References (Sources)
Utilize periodicals and resources relevant to the course.	The books and references that support the reports (scientific journals...),
Utilize periodicals and resources relevant to the course.	B. Electronic references, websites

Curriculum Development Plan	43
-1 The curriculum is developed according to the requirements that emerge in curriculum development at the basic education levels. -2 The curriculum is developed according to the requirements that appear in curriculum development in the global system	

Phase Three / Chapter Five

Course description template

Course Instructor: Ms. Sawsan Moussa

Course Description: Educational Research Methodology

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. These must be linked to the program description.

University of Diyala / College of Basic Education	Educational institution
Educational Materials / History	Scientific Department / Center
Department: Scientific Research Methodology / 3209	Course Name/Code
Coll	Available Attendance Forms
(Compulsory, Fifth Grade, Third Year)	Semester/Year

45 hours	Total number of study hours, date of
2024/10/1	preparation of this description,
course objectives: By the end of the academic year, the student will be able to	
1. Learning science and scientific research	
2. Learn the research problem and its hypotheses:	
3. Learning the study participants.	
4. Learning the data collection tools. 5.	
Learning how to prepare a research report.	
6- Learning about libraries and scientific research.	
7- Students learn how to summarize a master's or doctoral thesis.	
Course outputs, teaching and learning methods and assessment	
A- Cognitive objectives A- Knowledge and understanding A-1 Enabling students to acquire knowledge and understanding Stages of acquiring knowledge science, characteristics of Objective of science, A-2 Enabling students to acquire knowledge and understanding The nature of 3a- Enabling students to gain knowledge and understanding in reviewing the literature related to the research problem. A-4 Enabling students to acquire knowledge and understanding in libraries and scientific research.	
B - The skills-based objectives of the course. B1 - Skills in educational research and its steps. B-2 Skills related to identifying the problem's sources. B-3 Skills related to data collection tools. B-4 Skills in preparing the research report. B-5 Skills in summarizing a master's or doctoral thesis by students.	
Teaching and learning	
methods: 1- Clarifying and explaining the subject matter -2 Model display method -3 Lecture method -4 Self- learning method Assessment	
methods 1a Daily	
tests with specific questions 2a. Assigning grades for homework and class participation. 3. Assigning students research and reports on the course material. 4. Monthly tests with objective and essay questions.	
Affective and value-based goals C- C-1 To understand the importance of studying the subject matter and its real-life applications. C-2 To understand the importance of ethical considerations in educational research.	
Teaching and learning methods:	
1- Explanation and clarification -2 Model display method -3 Self-learning methods and assessment methods	
1- Theoretical tests. -2 Reports and studies.	

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

D-1 Skills in using references and terminology. D-2 Skills in collecting and analyzing data on the topic. D-3 Skills in interpreting theorems. D-4 Comparison-making skills. D5 Skills in preparing specific concepts about the subject.

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Formative assessment	Explanation and clarification	Science and scientific research	Learn the stages of acquiring knowledge. The goals of science, learning what science is, the characteristics of research. Learn about educational research and its steps. Learn about ethical considerations in educational research.	3	1
Formative assessment	Explanation and clarification	Science and scientific research	Learn how to classify research: Descriptive research. Experimental research. Historical research.	3	2
Formative assessment	Explanation and clarification	Research problem and hypotheses:	Learn the sources of the problem. Rules for formulating the problem.	3	3
Formative assessment	Explanation and clarification	Research problem and hypotheses:	Learn the search variables. Research hypotheses. Reviewing the literature related to the research problem.	3	4
Formative assessment	Show model	Study group	Learning how to conduct a questionnaire. Interviewing.	3	5
Formative assessment	Lecture	Study group	Learn to observe.	3	6
First month exam: objective and essay tests				3	7
Formative assessment	The lecture covers research report preparation. The		Learn how to prepare a research	3	8
Formative assessment	lecture also includes a section on libraries and scientific		report. Learn how to prepare a	3	9
Formative assessment	research, specifically a section on summarizing a master's		research report. Learn about libraries and	3	10
Formative assessment	or doctoral thesis by students.		scientific research. Learn about libraries	3	11
Formative assessment	Lecture		and scientific research. Summarize a master's or doctoral thesis by students.	3	12
Formative assessment	Lecture	Summarizing a master's or doctoral thesis by students.	Summarizing a master's or doctoral thesis by students.	3	13
Formative assessment	Show model	Summarizing a master's or doctoral thesis by students.	Summarizing a master's or doctoral thesis by students.	3	14
Second month exam: objective and essay tests				3	15

Infrastructure

Al-Azzawi,	1. Required textbooks 2. Main
Rahim Younis Karou, 2008, Introduction to Scientific Research Methodology, 1st ed., Dar Dijla for Printing and Publishing, Amman, Jordan.	references (sources)
Daoud, Aziz Hanna and Abdul Rahman, Anwar Hussein, 1990, Educational Research Methods, Ministry of Higher Education and Scientific Research, Dar Al-Hikma for Printing and Publishing, University of Baghdad, Iraq.	Recommended books and references: scientific journal reports...
Any website related to educational research	b) Electronic references, websites

Curriculum Development Plan:
Commitment to Sectorality

Course description template

Course Instructor: Prof. Dr. Mahmoud Fayyad Hammadi Course Description: History of the Abbasid State

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. These must be linked to the program description.	
College of Basic Education	Educational institution
the date	Academic Department / Center
History of the Abbasid State 3323 Hist	Course Name / Code
mandatory	Available Attendance Forms
Fifth/Third	Semester/Year
30 hours	Total number of study hours
1/10/2024	Date this description was prepared;
Course objectives	
To enable students to learn about and understand the most prominent political events that the Abbasid Caliphate experienced. To	
enable students to understand the reasons for the fall of the Abbasid Caliphate.	
Introducing students to the most important sources and references used in teaching the	
subject; enabling students to analyze and compare events in the history of the Abbasid Caliphate;	
instilling in students virtuous values and customs, love for their homeland and its glorious history of achievements and noble values, and rejection of division and internal strife.	

Course outputs, teaching and learning methods and assessment
A- Cognitive objectives A-1 To enable students to acquire knowledge and understanding of the intellectual framework of the history of the Abbasid state. A-2 Enabling students to gain knowledge and understanding of the prominent events in the history of the Abbasid state. A-3 Enabling students to gain knowledge and understanding of the most important caliphs of the Abbasid state. A-4 To enable students to acquire knowledge and understanding of the important relations between the Byzantine Empire and the Abbasid Caliphate. A-5 To enable students to acquire knowledge and understanding to analyze and interpret the events of the Seljuk conquest of Baghdad. A-6 To enable students to acquire knowledge and understanding of the most important sources and references for studying the history of the Abbasid state. B - The skills-based objectives of the course. B1 - Compare the political events that occurred between the Buyids and the Seljuks. B2 - Analyzes historical events and their causes. B3 - Writes a paper or research on any topic related to the history of the Abbasid Caliphate. B-4 gathers information about the most famous military leaders.

Teaching and learning methods
To provide students with the basics and topics related to the history of the Abbasid state. The course material is explained and clarified by the course instructor, who requires students to visit the library and consult sources for studying the history of the Abbasid state. Improving students' skills by visiting websites to gain additional knowledge about the history of the Abbasid state. Using methods of lecturing, questioning, and discussion in some topics that require the discussion method.
Assessment
methods: Daily tests with specific questions. Assigning grades for homework and class participation. Students are assigned to complete research papers on the history of the Abbasid state, and grades are set for them. Monthly tests with objective and essay questions.
Affective and value-based goals C- C-1 To interpret and analyze the events of the study of the history of the Abbasid state. C-2 differentiates between the nature of the policy of the Abbasid Caliphs and their relations with the princes of the Byzantine state. C-3 evaluates some historical texts and information. C-4 compares the policies of the Buyid and Seljuk states.
Teaching and learning methods
A method for solving problems. Brainstorming. Simulation.
Assessment methods
The written exam is designed to measure the student's ability to think, analyze, and deduce. He requested comparisons between the personalities of the Abbasid caliphs. Writing research papers on the course of political events that the Abbasid state went through. Daily exams with questions that require critical thinking and deduction.
D - General and transferable skills (other skills related to employability and personal development). D-1 Uses contemporary sources and references, and contemporary historical terminology and connotations. D-2 Forming flexible student groups to study the events and important personalities in the history of the Abbasid state and to reach scientific and objective conclusions regarding them. D-3. To benefit from the departments of museums and state institutions related to history and heritage in order to increase and disseminate students' knowledge. D-4. To benefit from research centers and libraries that contain manuscripts and historical documents in order to benefit from them in expanding research and writing historical research.

Course structure 44					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The political organization of the Abbasid movement. The Arabism of the Abbasid Call	To enable students to know and understand the nature of the general conditions of the Abbasid movement.	2	First
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1- Meeting or lecture 2- Questioning 3- Problem solving	- The killing of Abu Salama al-Khalil. - The Crown Prince.	To enable students to know and understand the factors that led to Caliph Abu al- Abbas al-Saffah assuming the caliphate	2	the second
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The elimination of Abu Muslim al-Khorasani. The elimination of the aunt of Abd ibn Ali. The suppression of the Persian and Shu'ubiyya movements.	To enable students to know and understand the factors that led to Caliph Abu Ja'far al-Mansur assuming the caliphate	2	the third
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The construction of the city of Baghdad.	To enable students to know and understand the most important achievements of Caliph Abu Jaafar Al-Mansur.	2	Fourth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Reviewing grievances. Replacing the tax system.	To enable students to know and understand the general policy of Caliph Al-Mahdi	2	Fifth

		First month exam		2	Sixth
Daily tests - 1 With specific questions Classroom participation - 2 In preparing the lecture, write a paper on the topic. - 3	The presentation or - 1 Lecture and Interrogation - 2 Problem solving - 3	Harun al-Rashid's jihad against the Byzantine Empire. Harun al-Rashid's elimination of the Barmakids.	To enable students to know and understand the general policy of Caliph Harun al-Rashid.	2	Seventh
Daily quizzes with specific questions - 1 Classroom participation - 2 In preparing the lecture, write a paper on the topic. - 3	The presentation or - 1 Lecture and Interrogation - 2 Problem solving - 3	Revitalizing the scientific movement during the reign of Caliph Al-Ma'mun. Building Dar Al-Hikma	To enable students to know and understand the general policy of Caliph Al-Ma'mun.	2	Eighth
Daily tests - 1 With specific questions Class participation - 2 in preparing the lecture: writing a paper on the topic - 3	The presentation or - 1 Lecture and Interrogation - 2 Problem solving - 3	The relationship fluctuated according to the policies of the Abbasid caliph in power.	To enable students to know and understand Arab-Byzantine relations in the Abbasid era.	2	Ninth
Daily tests - 1 With specific questions Class participation - 2 in preparing the lecture: writing a paper on the topic - 3	Lecture or presentation - 1 - 2 Problem solving - 3	Abu Salama al-Khalil Abu Muslim al-Khorasani The Barmakids	Enabling students to know and understand foreign political conspiracy	2	tenth
Daily tests - 1 With specific questions Class participation - 2 in preparing the lecture: writing a paper on the topic - 3	Lecture or presentation - 1 - 2 Problem solving - 3	Countering populism and populists	To enable students to know and understand how the Abbasid Caliphate confronted heretical movements	2	eleventh
Daily tests - 1 With specific questions Class participation - 2 in preparing the lecture: writing a paper on the topic - 3	Lecture or presentation - 1 - 2 Problem solving - 3	The efforts of Caliph al-Mutawakkil to eliminate Turkish influence (232 AH / 247 AH)	To enable students to know and understand Caliph Al-Mutawakkil's policy towards Turkish influence	2	twelfth
		Second month exam		2	thirteenth
Daily quizzes with specific questions - 1 Classroom participation - 2 In preparing the lecture, write a paper on the topic. - 3	The presentation or - 1 Lecture and Interrogation - 2 Problem solving - 3	Al-Mu'tasim and the use of Turkish soldiers in the army	To enable students to know and understand Caliph Al-Mu'tasim's policy towards the Turks	2	fourteenth
Daily tests - 1	The presentation or - 1	The Hamdanids in Mosul in	Enabling students to know	2	Fifth

With specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	Lecture 2 - Questioning - 3 - Problem Solving	The era of Turkish influence	Understanding the Hamdanid policy in Mosul		ten
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Infrastructure	
Al-Tabari, History of the Prophets and Kings; Ibn Khaldun, The Introduction Al-Mawardi, The Ordinances of	1. Required textbooks
Government: Political, Religious and Social History, Hassan Ibrahim Hassan. History of the Arab Islamic State in the Abbasid Era, Khalil Ibrahim al-Samarrai and others, University of Mosul, 2001 The First Abbasid Era, Abdul Aziz Al-Douri.	2. Main References (Sources)
Islam in its Civilization and its Administrative, Political, and Social Systems, by Nawar al-Rifai; Studies in the Late Abbasid Era, by Abdul Aziz al-Douri	The books and references that support the reports (scientific journals...).
http://www.alrashead.net http://arabic.irib.ir http://alwelayah.net	B. Electronic references, Internet sites

Course description template

Course Instructor: Dr. Ahmed Mohammed. Course Description: Contemporary World History.

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. These must be linked to the program description.

College of Basic Education	34. Educational Institution
the date	35. Scientific Department / Center
The contemporary world	36. Course Name/Code
mandatory	37. Available forms of attendance
Fifth/Third	38 Chapter/Year
39. Total number of study hours: 2 x 15 = 30 hours	
1/10/2024	Date this description was prepared
Course Objectives	
-12 Enabling students to learn about and understand the most prominent political events that the major country went through	
13. Enabling students to understand the causes of uprisings and revolutions against major powers	
-14 Introducing students to the most important sources and references used in teaching the subject	

Course Outcomes, Teaching and Learning Methods, and
Assessment: A- Cognitive Objectives A-1 To enable students to acquire knowledge and understanding of the intellectual framework of the history of the Great State. A-2 To enable students to acquire knowledge and understanding of the prominent events in the history of the Great State. A-4 Enabling students to acquire knowledge and understanding of revolutions and uprisings. A-5 Enabling students to acquire knowledge and understanding to analyze and interpret events. A-6 Enabling students to acquire knowledge and understanding of the most important sources and references for studying the history of the Great State. B - The skills-based objectives of the course. B1 - Analyzes historical events and their causes. B2 - Writes a paper or research on any topic related to the history of a major state. B-3 gathers information about the most prominent thinkers and political figures in the major country.
Teaching and learning methods
, At the beginning of the semester, students are briefed on the course syllabus and information sources (related books), such as: University lectures (and the distribution of topics across the weeks of the semester, and the assessment methods that will be followed). 1. Prepare lectures according to the sequence outlined in the course syllabus by utilizing the aforementioned information sources. 2. Inform students of the topic of the upcoming lecture to allow them to prepare. 3. Students are required to submit papers on one or more of the topics under study. 4. Students are to be provided with the fundamentals and topics related to the history of the major state.
Assessment methods
-1 Conduct two midterm exams, the first after the fifth week of the semester and the second after the eleventh week (application, exploration, where the assessment grade is 40%) The semester exam is administered, and each exam considers the students' mental levels (recall as part of the overall achievement), taking into account their attendance and daily participation. The end-of-semester exam accounts for 60% of the final grade, and the Ministry's scheduling and other relevant factors are considered.

Application, exploration.	Course content and cognitive levels (memorization)
Affective and Value-Based Objectives C- C-1: To interpret and analyze historical events of the great state C-2 evaluates some historical texts and information. C-3 compares the Allied and Axis powers	
Teaching and learning methods	
discussion The meeting Interrogation	
Assessment	
implicitly included in the course assessment processes that take place during and at the end of the semester. methods are	
D - General and transferable skills (other skills related to employability and personal development). D-1 Uses contemporary sources and references. D-2 Forming groups of students to study important events and figures from the history of the great state D-3. To benefit from the departments of museums and state institutions related to history and heritage in order to increase and disseminate students' knowledge. D-4. To benefit from archives and libraries that contain manuscripts and historical documents in order to benefit from them in order to speed up access and writing of historical research.	

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Formative assessment	Discussion and questioning	General conditions in the major state	General conditions in the major state	2	First
Formative assessment	Discussion and questioning	The transformations that occurred in the general conditions of the major state	The transformations that occurred in the general conditions of the major state	2	the second
Formative assessment	discussion Interrogation and	Relations between the Allied and Axis powers	Relations between the Allied and Axis powers	2	the third
Formative assessment	discussion	- Revolutions that occurred during	The revolutions that occurred during	2	Fourth

	and interrogation	World War II	World War II		
Formative assessment	Discussion and questioning	Events that accompanied the developments of the great state	Developments of the major state	2	Fifth

Formative	discussion	Questions from the prescribed	First Month Exam 2:	2	Sixth, Seventh
assessment	Interrogation and	material: Causes of revolutions in major states and their continuation	Causes of Revolutions in Major States		
Formative assessment	discussion Interrogation and	Causes of revolutions in major states and their continuation	2 Reasons for Revolutions in Major States		Eighth
Formative assessment	discussion Interrogation and	Political developments in the major country	Political developments in the major country	2	Ninth
Formative assessment	discussion and interrogation	Results of World War II	2. Results of World War II		tenth

Formative assessment		Questions from the prescribed material	Second month exam	2	eleventh
Formative assessment	discussion and interrogation	Review of the material	Review of the material	2	twelfth

Infrastructure	
There is no	1. Required textbooks
H. A. L. Fisher, A History of Modern Europe, 1789-1950	2. Main References (Sources)
Utilize periodicals and resources relevant to the course.	The books and references that support the reports (scientific journals...),
Utilize periodicals and resources relevant to the course.	B. Electronic references, websites

The curriculum development plan
involves developing the curriculum according to the requirements that emerge in curriculum development at the basic education levels. -2 The curriculum is developed according to the requirements that appear in curriculum development in the global system

Course description template

Course Instructor: Dr. Khaled Turki

Course Description (Philosophy of History)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. These must be linked to the program description.

College of Basic Education	Educational institution
the date	Academic Department / Center
Philosophy of History 3325 Hist	Course Name / Code
mandatory	Available Attendance Forms
Fifth/Third	Semester/Year
30 hours	Total number of study hours, date this
1/10/2024	description was prepared,
course objectives	
To enable students to know and understand the development of historical thought	
Enabling students to understand and highlight the most important modern theories in interpreting history	
Introducing students to the most important sources and references used in teaching the	
subject, enabling students to analyze the objectives of the	
philosophy of history, instilling virtuous values and habits in students, love for the homeland and its glorious history with noble values, and rejecting division and internal strife.	

Course Outcomes, Teaching and Learning Methods, and Assessment: A-
Cognitive Objectives: A-1 To enable students to acquire knowledge and understanding of the intellectual framework of the philosophy of history. A-2 To enable students to acquire knowledge and a correct understanding of the term "philosophy of history." A-3 To enable students to acquire knowledge and understanding of the theories of philosophy. A-4 Enabling students to acquire knowledge and understanding of modern theories in interpreting history A-5 To enable students to acquire the knowledge and understanding to analyze and interpret Toynbee's view on the interpretation of history. A-6 Enabling students to acquire knowledge and understanding of the most important sources and references for the study of the philosophy of history
The skills-based objectives of the course. B1. Compares ancient and modern theories in interpreting history. B2. Analyzes historical events and their causes. B3. Writes a paper or research on any topic in the philosophy of history. B4. Gathers information about the most famous philosophers of history.
Teaching and learning methods
provide students with the fundamentals and topics related to the philosophy of history. Explanation and explanation of the course material by the course instructor. Students are encouraged to visit the library and consult resources for studying the philosophy of history. Enhancing students' skills through visiting websites to gain additional knowledge of the philosophy of history Using methods of lecturing, questioning, and discussion in some topics that require the discussion method.
Assessment
methods include daily tests with specific questions, assigning marks for homework and class participation, and assigning students research projects on the history of the Umayyad state, with corresponding marks. Monthly tests with objective and essay questions.
Affective and Value-Based Objectives C- C-1: To interpret and analyze the latest study in the philosophy of history C-2 Differentiates between the opinions of philosophers. C-3 Evaluates some texts and historical information. C-4 Highlights the efforts of Muslim philosophers in interpreting history.
Teaching and learning methods
A method for solving problems: brainstorming. Simulation.
Assessment methods
The written exam measures the student's ability to think, analyze, and deduce. Students are asked to make comparisons between the kings of city-states and their most important works, and to write research papers highlighting Muslim and Western philosophers. Daily exams with questions that require critical thinking and deduction.

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

D-1 Uses contemporary sources and references, and contemporary historical terminology and connotations.

D-2 Forming groups of students to study the events and important figures in the history of the Umayyad state and to reach scientific and objective conclusions regarding them.

3. Utilizing historical departments, museums, and state institutions related to history and heritage to enhance and disseminate students' knowledge.

4. Utilizing research centers and libraries containing manuscripts and historical documents to broaden students' understanding and facilitate the writing of historical research papers.

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The concept of history and the development of historical thought	Enabling students to know and understand the historical concept	2	First
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1- Meeting or lecture 2- Questioning 3- Problem solving	The term "philosophy of history" among Muslim and Western philosophers	Enabling students to know and understand historical philosophical terms	2	the second
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	- Objectives of the Philosophy of History	Enabling students to know and understand philosophical goals	2	the third
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The development of historical writing For philosophy	Enabling students to know and understand the Arab contribution to historical writing	2	Fourth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The theory of the cyclical succession of civilizations	Enabling students to know and understand the first theories in the philosophy of history	2	Fifth

		First month exam		2	Sixth,
Daily tests - 1 With specific questions Classroom participation - 2 In preparing the lecture, write a paper on - 3 the topic.	Lecture or - 1 presentation - 2 Problem solving - 3	Islamic interpretation of history -	Enabling students to know and understand the interpretation of monotheistic religions	2	Seventh
Daily quizzes with - 1 specific questions Classroom participation - 2 In preparing the lecture, write a paper on - 3 the topic.	Lecture or - 1 presentation - 2 Problem solving - 3	Geographical factor theory, - heroic individual factor theory -	To enable students to know and understand the most important modern theories in interpreting history	2	Eighth
Daily tests - 1 With specific questions Class participation - 2 in preparing the lecture: writing a paper on - 3 the topic	Lecture or - 1 presentation - 2 Problem solving - 3	The materialist interpretation of history	To enable students to know and understand the most important modern theories in interpreting history	2	Ninth
Daily tests - 1 With specific questions Class participation - 2 in preparing the lecture: writing a paper on - 3 the topic	Lecture or - 1 presentation - 2 Problem solving - 3	Essay interpretation of history -	To enable students to know and understand the most important modern theories in interpreting history	2	tenth
Daily tests - 1 With specific questions Class participation - 2 in preparing the lecture: writing a paper on - 3 the topic	Lecture or - 1 presentation - 2 Problem solving - 3	Civilizational interpretation of history -	To enable students to know and understand the most important modern theories in interpreting history	2	eleventh
Daily tests - 1 With specific questions Class participation - 2 in preparing the lecture: writing a paper on - 3 the topic	The presentation or - 1 Lecture and Interrogation - 2 Problem solving - 3	Ibn Khaldun's views on the interpretation of history -	To enable students to know and understand the most important modern theories in interpreting history	2	twelfth
		Second month exam		2	Thirteenth
Daily quizzes with - 1 specific questions Classroom participation - 2 In preparing the lecture, write a paper on - 3 the topic.	Lecture or - 1 presentation - 2 Problem solving - 3	Spetchler's view on the interpretation of history -	Enabling students to know and understand the most important opinions in interpreting history	2	Fourteenth
Daily tests - 1	The presentation or - 1	Toynbee's view on the interpretation of history	Enabling students to know -	2	Fifth

With specific questions	Lecture 2 - Questioning - 3 - Problem Solving		Understanding the most important opinions in interpreting history		ten
2. Class participation in preparing the lecture. 3. Writing a paper on the topic.					

47. Infrastructure	
Studies in the Philosophy of History / Hashem Yahya Al-Malih The Philosophy of History / Abdul Aziz Al-Douri;	1. Required textbooks
The Philosophy of History / Ahmed Mahmoud Sobhi	2. Main References (Sources)
- Philosophical journals, books, and references that contain reports (scientific journals...),	
http://www.alrashead.net http://arabic.irib.ir http://alwelayah.net	B. Electronic references, Internet sites

Curriculum Development Plan: 1.
Conducting training courses in the field of literature and heritage. 2. Conducting training courses in the verification of manuscripts and historical documents related to the history of the philosophy of history. 3. Websites specializing in history, such as the Islamic History Group or the Graduate Studies in History Group, and social networking sites such as Facebook and Twitter. 4. Organizing field trips to historical and archaeological sites. 5. Hosting specialized history lectures by distinguished professors from other Iraqi universities or from within the university's colleges. The other. 6. Inviting specialists in manuscripts, documents, and archives to meet with students and give quality lectures in those fields. 7. Assigning students to conduct research and studies on the reality of Iraqi society by going into the field and using scientific and accurate questionnaires that reveal the characteristics and features of Iraqi society.

Course description template

Course Instructor: Dr. Hanan Talal Jassim

Course description (Contemporary History of Iran)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. These must be linked to the program description.

College of Basic Education	Educational institution
the date	Academic Department /
Contemporary History of Iran 3326 Hist	Center Course Name /
mandatory	Code Available Attendance Forms
Fifth/Third	Semester/Year
30 hours	42 Total Credit Hours Date of Preparation
1/10/2024	of this Description Course
	Objectives
-15 Enabling students to learn about and understand the most prominent political events that Iran has experienced	

-16 Enabling students to understand the causes of uprisings, revolutions, and military coups in Iran
-17 Introducing students to the most important sources and references used in teaching the subject
-18 Enabling students to analyze and compare events in the Qajar era and the Islamic Republic era.
-19 Instilling virtuous values and habits in students, love for the homeland and its glorious history of noble achievements and values, and rejecting division and internal strife.

Course outputs, teaching and learning methods and assessment A-
Cognitive objectives A-1 To enable students to acquire knowledge and understanding of the intellectual framework of contemporary Iranian history. A-2 To enable students to gain knowledge and understanding of the significant events in the history of contemporary Iran. A-3 To enable students to gain knowledge and understanding of the most prominent political figures who ruled Iran. A-4 Enabling students to acquire knowledge and understanding of the revolutions and uprisings in the history of contemporary Iran A-5 To enable students to acquire the knowledge and understanding to analyze and interpret events in contemporary Iranian history. A-6 Enabling students to acquire knowledge and understanding of the most important sources and references for studying the history of contemporary Iran
B. Course-specific skills objectives: B1. To compare political events during the Qajar and Republican eras. B2 – Analyzes historical events and their causes. B3 – Writes a paper or research on any topic in contemporary Iranian history. B4 – Gathers information about the most famous kings and presidents of contemporary Iran.
Teaching and learning methods
To provide students with the fundamentals and topics related to the contemporary history of Iran. Explanation and explanation of the course material by the course instructor. Students are encouraged to visit the library and consult resources for studying contemporary Iranian history. They are also encouraged to enhance their skills by visiting websites to gain further knowledge on contemporary Iranian history. Lectures, presentations, questioning, and discussions are employed in some topics that require such methods.
Assessment
methods include daily tests with specific questions, grading homework and class participation, and assigning students research projects on contemporary Iranian history with assigned grades. Monthly tests with objective and essay questions.
Affective and value-based objectives (C) C-1 To interpret and analyze events in contemporary Iranian history C-2 differentiates between the nature of British and Russian policy towards Iran and the rest of the countries in the region. C-3 Evaluates some historical texts and information. C-4 Compares the history of the Qajar and Jumah periods in contemporary Iranian history. Teaching and learning methods
A method for solving problems: brainstorming. Simulation.
Assessment methods
The written exam assesses the student's ability to think, analyze, and draw conclusions. Students are required to make comparisons between political figures who have ruled in modern Iranian history. They are also tasked with writing research papers on events and figures in modern Iranian history that require in-depth study and research. Daily quizzes consist of intellectual and deductive questions.

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

D-1 Uses contemporary sources and references, and contemporary historical terminology and connotations.

D-2 Forming groups of students to study important events and figures from the history of contemporary Iran in order to reach scientific and objective conclusions

regarding them.

3. Utilizing historical departments, museums, and state institutions related to history and heritage to enhance and disseminate students' knowledge. 4.

Utilizing archaeological centers and libraries that contain manuscripts and historical documents to broaden students' understanding and facilitate the writing of

historical research papers.

Course structure 48					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	First: The situation in Iran during the late Qajar dynasty - 1. Social and economic transformations in Iran during the second half of the nineteenth century	To enable students to know and understand the nature of the general conditions in Iran during the late Qajar dynasty.	2	First
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1- Meeting or lecture 2- Questioning 3- Problem solving	The general conditions in Iran during the years of World War I: To enable students to know and understand the nature of the social, economic, and political conditions in Iran during the years of World War I. First		2	the second
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Iran's relations with both sides enable students to learn about the war. Understanding the nature of Iranian relations – Iran's internal situation – with the countries involved in the war following World War I		2	the third
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	and understand the conditions in Ahmad Shah's reign (1918-1925). Weakness of the Qajar authority	To enable students to know Iran during the final period of Ahmad Shah Fadhal on the reasons for the weakness of the Qajar dynasty	2	Fourth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	understand the growth and development of the national movement in Iran.	To enable students to know and	2	Fifth
		First month exam		2	Sixth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	the 1921 coup and to understand the causes and execution of the coups Khan's rule in Iran.	To enable students to learn about that occurred during Reza	2	Seventh
-1 Daily quizzes with specific questions -2 Classroom participation in preparation	1. Meeting or lecture 2. Questioning 3. Problem solving	state's relations at the stage and to understand the nature of the recent relations from the era of Ahmad Shah	To enable students to know - the Iranian relations with other countries in the late reign of Ahmad Shah	2	Eighth

Lecture 3 - Writing a paper on the topic					
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The fall of the Qajar dynasty and the establishment of the Pahlavi dynasty enabled students to learn about it. Understanding the reasons for the fall of the dynasty - Reza Khan assumed the premiership (Qajar dynasty and how Reza Khan assumed the premiership in October 1923)		2	Ninth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	attempts that Reza Khan tried to power - Reza Khan's final steps October 1925	To enable students to know and understand the nature of the follow to remove the Qajars from towards, as well as the steps taken in Follow it to get the gar	2	tenth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Iranian politics - domestic politics 1925-1939	To enable students to know and understand the nature of Internal or neighboring countries	2	eleventh
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	of Iranian-Soviet foreign policy, such as	To enable students to know and understand the nature Iranian-Soviet relations.	2	twelfth
		Second month exam		2	thirteenth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	relations – Iranian-German relations	To enable students to know and understand the nature of Iranian Foreign Ministry	2	fourteenth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Iranian-American relations	To enable students to know and understand the nature of Iranian foreign relations – American	2	fifteenth

Infrastructure	
Iran and Turkey (Dr. Ibrahim Khalil Ahmed and Dr. Khalil Ali Murad) Iran in the Years of the First World War (Fawzi Khalaf Shuwail)	1. Required textbooks
- Studies in the History of Modern and Contemporary Iran (Kamal Mazhar Ahmed) Iran in the Years of the Second World War (Abdul Hadi Karim Salman)	2. Main References (Sources)

Iran's foreign policy during the reign of Reza Shah (1921-1941) by Muhammad Kamil Muhammad Abd al-Rahman Iran during the reign of Reza Shah Pahlavi (1925-1941) by Jihad Saleh Al-Omar Chapters from the History of Modern and Contemporary Iran (Khudair Mazloun Al-Badiri)	The recommended books and references (reports, scientific journals, etc.) Electronic references, websites / http://www.alrashead.net http://arabic.irib.ir http://alwelayah.net
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Curriculum Development Plan
- Holding training courses in the field of archaeology and heritage. - Holding training courses in the investigation of manuscripts and historical documents related to the modern and contemporary history of Iraq. - Websites specializing in history, for example, the Modern History Group or the Graduate Studies in History Group, and social networking sites such as Facebook and Twitter. - Conducting scientific trips to historical and archaeological sites. - Specialized scientific lectures on history hosted by distinguished professors from other Iraqi universities or colleges within other universities. - Inviting specialists in antiquities, manuscripts and documents to meet with students and give quality lectures in those fields. - Assigning students to conduct research and studies on the reality of Iraqi society by going into the field using scientific and accurate questionnaires that reveal the characteristics and features of Iraqi society.

Course description template

Course Instructor: Prof. Dr. Wajdan Jassim

Course Description (General Teaching Methods)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. These must be linked to the program description.

College of Basic Education	Educational institution
Educational Materials/College Requirements	Academic Department /
General teaching methods	Center Course Name /
mandatory	Code Available Attendance Forms
Fifth/Third	Semester/Year
30 hours	Total number of study hours
2024/10/1	Date this description was prepared;
Course objectives	
1. Students' understanding of the concept of teaching methods	
2. Students' awareness of the importance of teaching methods	
3. Identifying the most commonly used methods	
4. Identifying the most important trends and innovations in teaching methods	
5. Identifying teaching methods for mastery and creativity	
6. Students' knowledge of teaching diversification and strategies	

Course outcomes, teaching and learning methods, and assessment

A- Cognitive Objectives A-1 To enable students to acquire knowledge and understanding of the concept of teaching methods. A-2 To enable students to acquire knowledge and understanding of the concept of teaching strategies. A-3 Enabling students to acquire knowledge and understanding of the concept of teaching methods A-4 To enable students to acquire knowledge and understanding of the concept of commonly used teaching methods. A-5 To enable students to acquire knowledge and understanding of the concept of differentiated teaching. A-6 To enable students to acquire knowledge and understanding of the concept of trends and innovations in teaching methods.
B- Course-specific skills objectives. B1- Specific skills in distinguishing between methods. B2- Specific skills in analyzing and interpreting each method in terms of its advantages and disadvantages. B3- Skills in choosing the best teaching method. B4- Specific skills in integrating more than one method into a single lesson.
Teaching and learning methods
1. Lecture. 2. Questioning and discussion. 3. Asking students to write a daily lesson plan. 4. Asking students to prepare and present a mini-lesson.
Assessment methods
1. Daily, monthly, and term tests with objective and essay questions. 2. Practical tests in writing a daily lesson plan. 3. The student conducts a mini-lesson in front of their classmates.
Affective and value-based objectives (C) C-1 Developing a spirit of innovation and renewal. C-2 Keeping abreast of the latest developments and advancements in teaching methods. C-3 Keeping pace with the use of technology in education. C-4 Keeping abreast of global developments in educational and psychological sciences
Teaching and learning
methods: brainstorming, problem-solving, programmed
instruction.
Assessment methods: written exams, practical tests (application).
D - General and transferable skills (other skills related to employability and personal development). D-1 Uses modern and advanced resources. D-2 Utilizes technology in learning and teaching. D-3 D-4

Course structure					
Evaluation Method	Unit/Topic Name / Teaching Method	Required learning outcomes	Hours	Week	
Classroom participation in preparing the lecture	The meeting Interrogation, discussion	Teaching methods: their nature, curricula, and the need for them	2	First	
Classroom participation in preparing the lecture	The meeting Interrogation, discussion	Basic elements in curriculum teaching	2	the second	
Classroom participation in preparing the lecture	The meeting Interrogation, discussion	The appropriate teaching method, the factors influencing its selection, evaluation, and follow-up.	2	the third	
Classroom participation in preparing the lecture	The meeting Interrogation, discussion	The method of delivery: Images of the delivery method, its advantages and disadvantages, and reasons for preferring it.	2	Fourth	
Classroom participation in lecture preparation.	The meeting Interrogation, discussion	Group discussion: its advantages and disadvantages	2	Fifth	
Daily quizzes.	The meeting Interrogation, discussion	The inductive and deductive method: its steps, advantages, and disadvantages	2	Sixth	
	The meeting Interrogation, discussion	Live questioning methods and types of classroom questions	2	Seventh	
Classroom participation in lecture preparation	The meeting Interrogation, discussion	Team learning and programmed learning	2	Eighth	
and practical application.	The meeting Interrogation, discussion	Micro-learning and correspondence education	2	Ninth	
	The meeting Interrogation, discussion	Teaching planning	2	tenth	
	The meeting	The concept of diversifying teaching	2	eleventh	

Classroom participation	Interrogation, discussion	The psychological and educational foundations for diversifying teaching	Understanding the concept of teaching diversification and the psychological and educational foundations of teaching diversification		
in lecture preparation and daily quizzes	The meeting Interrogation, discussion	Important skills for implementing a teaching diversification strategy	Enabling students to know and understand	2	twelfth
	The meeting Interrogation, discussion	Learning method for mastery	To enable students to learn and understand important skills for implementing a diversified teaching strategy.	2	thirteenth
Classroom participation in preparing the lecture and	The meeting Interrogation, discussion	Role-playing method	Enabling students to know and understand how to play the role	2	fourteenth
practical application of this lesson.	The meeting Interrogation, discussion	brainstorming method	Enabling students to learn and understand the brainstorming method	2	fifteenth

Infrastructure	
The latest publications on teaching methods and strategies, covering the prescribed curriculum	1. Required textbooks
Dr. Dawood Maher Mohammed and Majid Mahdi Mohammed: Fundamentals of General Teaching Methods Shaker Al-Amin: General Teaching Methods for Social Studies The trick: teaching methods and strategies	2. Main References (Sources)
	The recommended books and references (reports, scientific journals, etc.)
	B. Electronic references, websites...
Curriculum Development Plan	
Providing the college with the latest resources in scientific research and teaching methods Providing a school for student (teacher) training under the supervision of the supervising professor	

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Course description template

Course Instructor: Dr. Azhar Ghazi Matar

Course Description (History of Islamic Morocco)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is	
He has made the most of the available learning opportunities. These must be linked to the program description.	
College of Basic Education	Educational Institution,
the date	Academic Department/Center,
History of the Islamic Maghreb	Course Name/Code,
mandatory	Available Attendance Forms
Fifth/Third	Semester/Year
30 hours	Number of study hours (total) Date this
2024/10/1	description was prepared
Course Objectives	
To enable students to learn about and understand the most prominent political events that the Maghreb region has experienced;	
to enable students to understand the reasons behind the revolutions that Morocco has undergone.	
Introducing students to the most important sources and references used in teaching the subject	
To enable students to analyze the events that Morocco has gone through.	
Instilling virtuous values and habits in students, love for the homeland and its glorious history with noble values, and rejecting division and internal strife.	

Course outcomes, teaching and learning methods, and assessment
A- Cognitive objectives A-1 To enable students to acquire knowledge and understanding of the intellectual framework of the history of the Islamic Maghreb. A-2 Enabling students to acquire knowledge and understanding of the significant events in the history of the Islamic Maghreb A-3 Enabling students to gain knowledge and understanding of the most prominent political figures who ruled the Islamic Maghreb A-4 Enabling students to acquire knowledge and understanding of the revolutions and uprisings in the history of the Islamic Maghreb A-5 To enable students to acquire the knowledge and understanding to analyze and interpret the events of the history of the Islamic Maghreb. A-6 Enabling students to acquire knowledge and understanding of the most important sources and references for studying the history of the Islamic Maghreb.
B - The skills-based objectives of the course. B1 – Compares the political events that the Maghreb region has experienced. B2 – Analyzes historical events and their causes. B3 – Writes a paper or research paper on any topic related to the history of Islamic North Africa. B-4 gathers information about the most famous kings and presidents of the Islamic Maghreb.
Teaching and learning methods
To provide students with the basics and topics related to the history of the Islamic Maghreb. Explanation and explanation of the course material by the course instructor. Students are required to visit the library and consult sources for studying the history of the Islamic Maghreb. Improving students' skills by visiting websites to gain additional knowledge about the history of Islamic North Africa. Using methods of lecturing, questioning, and discussion in some topics that require the discussion method.
Assessment methods
Daily tests with specific questions. Assigning grades for homework and class participation. Students are assigned to complete research papers on the history of the Islamic Maghreb and grades are set for them.

Monthly tests with objective and essay questions.	
Affective and value-based goals	C-
C-1 To interpret and analyze the events of Islamic Maghreb history C-2 differentiates between the nature of politics and relations between the Maghreb and the rest of the countries in the region. C-3 evaluates some historical texts and information. C-4 compares the eras that it went through in the history of the Islamic Maghreb.	
Teaching and learning methods	
A method for solving problems. Brainstorming. Simulation.	
Assessment methods	
The written exam is designed to measure the student's ability to think, analyze, and deduce. He requested comparisons between political figures who ruled in the history of the Islamic Maghreb. Writing research papers about events and figures in the history of the Islamic Maghreb requires in-depth studies and research. Daily exams with questions that require critical thinking and deduction.	
D - General and transferable skills (other skills related to employability and personal development). D-1 Uses contemporary sources and references, and historical terminology and connotations. D-2 Forming groups of students to study important events and figures from the history of the Islamic Maghreb in order to reach scientific and objective conclusions regarding them. D-3. To benefit from the departments of museums and state institutions related to history and heritage in order to increase and disseminate students' knowledge. D-4. To benefit from the archives and libraries that contain manuscripts and historical documents in order to benefit from them in order to speed up access and writing historical research.	

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Morocco before the Arab-Islamic liberation operations Introduction to the country of Morocco	To enable students to know and understand the nature of the general conditions in the Islamic Maghreb	2	First
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1- Meeting or lecture 2- Questioning 3- Problem solving	Sections of the Moroccan country The social environment of the country of Morocco	To enable students to learn about the regions of the Maghreb and the social environment of Morocco.	2	the second
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Stages of the liberation of Morocco: Motives and objectives of liberation	To enable students to know and understand the stages of the liberation of Morocco	2	the third
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Liberation leaders and key battles Muawiyah ibn Hudayj al-Kindi Uqba ibn Nafi al-Fihri	Enabling students to learn about the leaders of liberation and the most important battles, including Muawiyah ibn Hudayj al-Kindi and Uqba ibn Nafi.	2	Fourth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Building the city of Kairouan Abu al-Muhajir Dinar	Enabling students to learn about the construction of the city of Kairouan and the role of Abu al-Muhajir Dinar	2	Fifth

		First month exam		2	Sixth
Daily tests - 1 With specific questions Classroom participation - 2 In preparing the lecture, write a paper on - 3 the topic.	The presentation or - 1 Lecture and Interrogation - 2 Problem solving - 3	Zuhair ibn Qais al-Balawi Hassan ibn Nu'man al-Ghassani, Musa ibn Nusayr	To enable students to know and understand the roles of Zuhair bin Qais al-Balawi, Hassan bin Nu'man al-Ghassani, and Musa bin Nusayr	2	Seventh
Daily quizzes with - 1 specific questions Classroom participation - 2 In preparing the lecture, write a paper on - 3 the topic.	The presentation or - 1 Lecture and Interrogation - 2 Problem solving - 3	Factors that helped liberate Morocco	To enable students to know and understand the factors that helped liberate Morocco	2	Eighth
Daily tests - 1 With specific questions Class participation - 2 in preparing the lecture: writing a paper on - 3 the topic	The presentation or - 1 Lecture and Interrogation - 2 Problem solving - 3	The most important Arab Emirates in the country of Morocco Morocco's conditions that paved the way for the establishment of the Emirates	To enable students to learn about the most important Arab Emirates in Morocco and the conditions in Morocco that paved the way for the establishment of the Emirates	2	Ninth
Daily tests - 1 With specific questions Class participation - 2 in preparing the lecture: writing a paper on - 3 the topic	Lecture or - 1 presentation - 2 Problem solving - 3	Its princes -The Emirate of Darasa (its emergence) Building its relationship with the Abbasid Caliphate- Fez city	To enable students to learn about the rise and rulers of the Darasa Emirate, its relationship with the Abbasid Caliphate, and the founding of the city of Fez.	2	tenth
Daily tests - 1 With specific questions Class participation - 2 in preparing the lecture: writing a paper on - 3 the topic	Lecture or - 1 presentation - 2 Problem solving - 3	Its princes-The Aghlabid Emirate (its emergence) Her connection to the Abbasid Caliphate	To enable students to learn about the rise and rulers of the Aghlabid Emirate and its relationship with the Abbasid Caliphate	2	eleventh
Daily tests - 1 With specific questions Class participation - 2 in preparing the lecture: writing a paper on - 3 the topic	Lecture or - 1 presentation - 2 Problem solving - 3	Its princes-The Emirate of the Abdiyyin (its emergence) Her connection to the Abbasid Caliphate	To enable students to learn about the rise and rulers of the Fatimid Emirate and its relationship with the Abbasid Caliphate	2	twelfth
		Second month exam		2	thirteenth
Daily quizzes with - 1 specific questions Classroom participation - 2 In preparing the lecture, write a paper on - 3 the topic.	The presentation or - 1 Lecture and Interrogation - 2 Problem solving - 3	The Almoravid Emirate (its rise) Her relationship with her caliphate and her princes Abbasid	To enable students to learn about the rise and rulers of the Almoravid dynasty and its relationship with the Abbasid Caliphate	2	fourteenth
Daily tests - 1	The presentation or - 1	The Almohad Emirate (its emergence)	Enabling students to know	2	Fifth

With specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	Lecture 2 - Questioning - 3 - Problem Solving	Its princes - its relationship with the Abbasid Caliphate	The rise and rulers of the Almohad Emirate and its relationship with the Abbasid Caliphate		ten
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Infrastructure	
Dictionary of Countries (Yaqut al-Hamawi)	1. Required textbooks
History of the Maghreb (Khalil Ibrahim al-Samarrai and others) The History of the Maghreb from the Conquest to the Beginning of the Era of Independence (Saad Zaghloul)	2. Main References (Sources)
In Abbasid and Andalusian history (Ahmed Mukhtar Al-Abadi)	) The books and references that are based on scientific journal reports...
net.alrashead.www://http/ http://arabic.irib.ir http://alwelayah.net	B. Electronic references, websites...

Curriculum Development Plan: 1.
Conducting training courses in the field of literature and heritage. 2. Holding training courses in the investigation of manuscripts and historical documents related to the modern and contemporary history of Iraq. 3. Websites specializing in history, such as the Modern History Group or the Higher Studies in History Group, and social networking sites such as Facebook and Twitter. 4. Organizing scientific trips to historical and archaeological sites. 5. Specialized scientific lectures on history hosted by distinguished professors from other Iraqi universities or from other colleges within the university. 6. Inviting specialists in manuscripts, documents, and archives to meet with students and give quality lectures in those fields. 7. Assigning students to conduct research and studies on the reality of Iraqi society by going into the field using scientific and accurate questionnaires that demonstrate Characteristics and features of Iraqi society

Phase Three / Chapter Six Course

Description Template

Course Instructor: Dr. Hajar Abdul-Raim. Course Description (Measurement and Evaluation): This course

description provides a concise summary of the course characteristics and the expected learning outcomes for the student, demonstrating whether...

He has made the most of the available learning opportunities. These must be linked to the program description.

College of Basic Education	Educational Institution,
Educational Materials / History	Academic Department/
Department / Measurement and Evaluation / 3211 Coll	Center, Course Name/
mandatory	Code, Available Attendance Forms
Sixth/Third	Semester/Year
45 hours	Number of study hours (total) Date this
2024/10/1	description was prepared
Course Objectives	
1- Understanding the scientific meaning of the concepts of measurement and evaluation and the difference between them.	
2- To understand the importance of evaluation and to learn about its most important fields, steps and types.	

3- To equip students with the skill to prepare different types of tests.					
4- To equip students with the practical skills of the fundamentals of statistics in educational measurement and evaluation					
5- Introducing students to assessment tools and their use in a way that suits the different aspects of the learner					
Course outcomes, teaching and learning methods, and assessment					
A- Cognitive objectives A-1					
To enable students to acquire knowledge and understanding of the concept of measurement and evaluation.					
A-2 Enabling students to gain knowledge and understanding of the concept of personality tests.					
A-3 Enabling students to gain knowledge and understanding of the concept of oral and written tests.					
A-4 Enabling students to gain knowledge and understanding of the concept of objective and essay tests.					
A-5 Enabling students to gain knowledge and understanding of how to prepare tests.					
A-6 Enabling students to gain knowledge and understanding of how to prepare a test map.					
B - The skills-based objectives of the course.					
B1 - Special skills in distinguishing between the concepts of measurement and evaluation.					
B2 - Skills in how to prepare a specifications table or test map.					
B3 - Skills in choosing the appropriate test to measure the extent to which the set goals have been achieved.					
B-4 Skills in preparing a set of behavioral objectives.					
Teaching and learning methods					
Questioning and discussion:					
Students are required to prepare sample objective and essay tests.					
Assessment					
methods include daily, monthly, and termly tests.					
Conducting a mini-lesson in front of the students.					
Practical tests in creating objective and essay test models.					
Affective and value-based objectives C					
C-1 Developing students' attitude towards using innovations and developments in teaching methods.					
C-2 Keeping up with developments in educational and psychological sciences.					
C-3 Developing students' attitude towards the teaching profession.					
C-4					
Teaching and learning methods					
brainstorming					
Problem-solving methods					
programmed learning					
Assessment methods					
Daily and monthly tests					
Practical tests (application).					
d) General and transferable skills (other skills related to employability and personal development).					
D-1 The skill of using modern resources.					
D-2 The skill of benefiting from the latest developments in the educational field.					
D-3 Skill of performing a practical lesson in front of students					
D-4 The skill of preparing a test according to scientific principles.					

Course structure					
Evaluation Method	Required learning outcomes: Unit/topic name, teaching method			Hours	Week

Daily test	The lecture and questioning method	Calendar: its concept, types, and fields. Measurement: its concept, characteristics, and relationship to	The ability to define and understand evaluation, measurement, and the relationship between them.	3 hours	First
Daily classroom participation	Cooperative learning	evaluation; types of educational and psychological tests and scales; steps in test construction. The achievement assessment is prepared by the teacher and includes identifying the importance of behavioral objectives.	Enabling students to know and understand the steps involved in constructing achievement tests. Teacher preparation includes identifying the importance of behavioral objectives.	3 hours	the second
Classroom participation in preparing the lecture	Presentation, questioning, discussion	Principles of determining test items/item distribution The test is based on the weights of the objectives and the curriculum content. Behavioral objectives: definition, characteristics, and levels	Enabling students to know and understand the principles of determining test items/ distributing test items in light of the weights of the objectives and course content.	3 hours	the third
Classroom participation in preparing the lecture	group discussion	the types of test items, their characteristics, and to understand the principles of their formulation.	Enabling students to identify	3 hours	Fourth
Classroom participation in preparing the lecture	Lecture	Formulation of test items and their types Principles of item order and types in tests; principles of test administration.	Enabling students to know and understand Paragraph drafting	3 hours	Fifth
		Monthly exam		3 hours	Sixth
Classroom participation in preparing the lecture	presentation and discussion	Honesty, its definition and types, and to extract and comprehend its meaning through Mechanisms of truth and reliability: definition, types, extraction mechanisms, and characteristics.	Enabling students to understand	3 hours	Seventh
Classroom participation in preparing the lecture.	Interview and questioning	Oral tests	Enabling students to know and understand oral exams	3 hours	Eighth
	Interview and questioning	Intelligence tests: definition and types	Enabling students to know and understand intelligence tests, their definition, and types.	3 hours	Ninth
	Interview, questioning, and discussion	Personality and tendencies assessments	Enabling students to know and understand personality and aptitude tests	3 hours	tenth
	Interview and questioning	Testing and measurement tools	Enabling students to know and understand diagnostic and testing tools	3 hours	eleventh
		monthly exam		3 hours	twelfth

• Infrastructure	
-	1. Required textbooks
School Achievement Tests (Principles of Constructing and Analyzing Their Questions) by Prof. Dr. Abdul Wahid and Prof. Dr. Hadi Mishaan Rabee Hamid Al-Kubaisi	2a Main References (Sources)
Psychological and Educational Assessment and Measurement, The Symbolism of the Stranger: Principles of Educational Measurement and Assessment for University Students and Arab Teachers, Saba Abu Labdeh	Recommended books and references (reports, scientific journals, etc.)
A number of educational websites	B. Electronic references, websites... Curriculum development
plan	
Working to provide the college with the latest sources and references in educational and psychological sciences and teaching methods. In addition to equipping classrooms with the latest technological equipment. Equipping classrooms in terms of size and furniture to implement modern teaching methods.	

Course description template

Course Name: Sustainable Development, Stage Three / Department of History					
Course code					
2024 Second semester of the academic year (2024-2025)					
This description was prepared in 2024-2025					
Available Attendance Forms: Attendance Sheet					
(Number of Study Hours: 30 Total Hours) / Number of Units (Total) / Name of					
Course Coordinator (If more than one, please specify) / Email:					
iq.edu.uodiyala@tc1_basicgeo			Name: Aboud Turki Adwan Saleh. Course		
Objectives:					
General Objective: To provide an overview of the concept of sustainable development, its concepts, theories, and experiences... Course-specific skills objectives: Discussion and the exchange of opinions between students and professors fostered a spirit of writing research papers on emerging issues in sustainable development experiences, both locally and internationally. Course outcomes, teaching and learning methods, assessment, and cognitive objectives: Teaching PhD students how to prepare enrichment lectures in the field of sustainable development; teaching students how to prepare dialogue sessions. Guiding students to utilize modern journals and references in the field of sustainable development					
Teaching and learning strategies with assessment					
General and transferable skills (other skills related to employability and personal development). 1. The student will explain the assigned vocabulary as part of the assignment, demonstrating their technical skills. 2. A professor specializing in the subject will be invited to present a recent applied lesson using a projector. 3. A visit to a government educational or service center will be made to learn about the latest developments in the field of specialization. 1a. Students will be assigned to write term papers. 3a. Students will be tested in a term exam at the end of the term.				strategy	
Course					
Evaluation Method	Learning method	Unit or topic name	Required learning outcomes	structure, week, number of hours	
		Concepts about sustainable development 1. Definition of Sustainable Development. 2. Sustainable Development in World Summits. Elements		2	1
		and Dimensions of Sustainable Development.		2	2

		The economic dimension. 2	Environmental 1			
		dimension.			2	3
		Development theories: Growth theory, Push-pull theory. 2				
		Balanced.				
		Growth theory - Growth poles theory. 4	3			
		Unbalanced.				
		Measuring			2	4
		development progress – indicators and coefficients. 2	1			
		Historical measurement of				
		development. Quality of life			2	5
		Human Development Index. index 1				
		Characteristics of a Good Development	2			
		Indicator. Development			2	6
		Historical development strategies	Strategies 1			
		Manufacturing strategy.	2			
		Strategies based on agricultural	3			
		Strategies based on industrial development.	4			
		Bridging				
		strategies between industrial and	5			
		agricultural development. Import				
		substitution strategies.			2	7
		Basic needs strategy.	1			
		Spatial development strategy.	2			
		Regional development strategy versus	3			
		sectoral development:				
		A strategy for integrating urban development	4			
		with rural development.				
		The strategy of voluntary developmental isolation.	5			
		Dimensions and determinants of the development process.	1		2	8
		General dimensions of the development	2			
		process. Specific dimensions of the development process.	3			
		Development and capital are	4			
		determinants of			2	9
		development. Financing the	1			
		development process. Sectoral development plan.	2			
		Sustainable development and the environment			2	10
		- environmental degradation.	1			
		The proper exploitation of natural resources;	2			
		types of natural resources.	3			
		Depletion of natural resources.	4			
		Environmental	5			
		threats. Animal threats.	6			
		Urban architectural development and sustainability				11
		– the concept of sustainable communities.	1			
		– elements of sustainable communities.	2		2	
		Stages of the sustainable empowerment process.	3			
		Obstacles to urban development.	4			
		Measuring Sustainable			2	12
		Development - Sustainable Development Indicators.	1			
		Pressure indicators: status, response. 2				

			3_Social issues and indicators.			
			4_Environmental issues and indicators.			
			5. Economic indicators. 1. The			
			importance of good governance and its impact on achieving sustainable development.		2	13
			2. An overview of the indicators for measuring good governance. 3. The most prominent demands for reform and the most significant challenges to			
			public governance. Brazil's development experience.		2	14
			Singapore's development experience.		2	15
The						

assessment involves distributing marks out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc. Learning and

teaching resources include the

required textbooks (and the curriculum, if applicable).

1. Sustainable Development in Arab Countries: Between Theory and Practice (Required Textbooks) by Dr. Qadri Muhammad Latahir.
2. Geography of Development by Dr. Imad Bahr Najm.

environmental(1. Planning and Development from an Economic Perspective Tony Peter 2. Geography of Development / by Robert Potter, translated by Muhammad Abdul Hamid	Main References (Sources)
Scientific fields that specialize in studying development in various natural and human domains	Recommended supporting books and references (scientific journals, reports, etc.), electronic
Iraqi, Arab, and international websites specializing in sustainable development	resources, websites

Course description template

Course Instructor: Prof. Dr. Mahmoud Fayyad Hammadi Course Description: History of the Abbasid State

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether He has made the most of the available learning opportunities. This must be linked to the program description.

College of Basic Education	1. Educational Institution
the date	2. University Department/Center
History of the Abbasid State (334 AH - 656 AH) (3330 AH)	3. Course Name/Code 5.
mandatory	Available Attendance Forms
Sixth/Third	6. Term/Year
30 hours	7. Total number of study hours
1/10/2024	8. Date this description was prepared.
9. Course objectives.	
1. To enable students to learn about and understand the most prominent political events that the Abbasid state went through during the period 334-656 AH	
2. To enable students to understand the reasons for the large number of revolutions and uprisings in the Abbasid state's possessions during the study period.	
3. Introducing students to the most important sources and references used in teaching the subject.	
4. To enable students to analyze and compare events during the Buyid and Seljuk periods.	
5. Instilling virtuous values and habits in students, love for the homeland and its history full of noble achievements and values, and rejecting division and internal strife.	

10. Learning outcomes, teaching and learning methods, and assessment
A. Knowledge and Understanding A.1 To enable students to acquire knowledge and understanding of the intellectual framework of Abbasid history. A.2 To enable students to acquire knowledge and understanding of the prominent events in Abbasid history. A.3 To enable students to acquire knowledge and understanding of the most prominent political figures who ruled during the Abbasid era. A.4 To enable students to acquire knowledge and understanding of the most important revolutions and uprisings in Abbasid history. A.5 To enable students to acquire knowledge and understanding to analyze and interpret events in Abbasid history. A.6 To enable students to acquire knowledge and understanding of the most important sources and references for studying Abbasid history.
history. B. Subject-Specific Skills B.1 To compare political events during the Buyid and Seljuk periods. B.2 To analyze historical events and explain their causes. B.3 To write a paper or research on any topic related to Abbasid history. B.4 To gather information about the most famous caliphs and emirs of the Abbasid state.
Teaching and learning methods
1. To provide students with the fundamentals and topics related to the history of the Abbasid Caliphate. 2. To clarify and explain the course material by the course instructor. 3. To require students to visit the library and consult sources for studying the history of the Abbasid Caliphate. 4. To enhance students' skills by visiting websites to gain additional knowledge about the history of the Abbasid Caliphate. 5. To utilize methods such as lecturing, questioning, and discussion in some topics that require a discussion approach.
Assessment
Methods: 1. Daily tests with specific questions. 2. Grading for homework and class participation. 3. Assigning research projects on the history of the Abbasid Caliphate and assigning grades for them. 4. Monthly tests with objective and essay questions.
C. Thinking Skills: C.1. To interpret and analyze events in the history of the Abbasid Caliphate. C.2. To differentiate between the nature of Buyid and Seljuk policies towards Iraq and the rest of the Abbasid Caliphate. C.3. To evaluate some historical texts and information. C.4. To compare the history of the Buyid and Seljuk periods within the history of the Abbasid Caliphate.
Teaching and learning methods
1. Problem-solving methods. 2. Brainstorming. 3. Simulation.
Assessment methods
1. Written exam to measure the student's ability to think, analyze, and deduce. 2. Requesting comparisons between political figures who ruled in the history of the Abbasid Caliphate. 3. Writing research papers on events and figures in the history of the Abbasid Caliphate that require in-depth studies and research. 4. Daily exams with intellectual and deductive questions. D.
General and Transferable Skills (Other skills related to employability and personal development). D.1 Uses contemporary sources and references, and contemporary historical terminology and connotations. D.2 Forms student groups to study important events and figures in the history of the Abbasid Caliphate to reach scientific and objective conclusions about them. D.3 Utilizes archives, museums, and state institutions related to history and archaeology to increase and diversify students' knowledge. D.4 Utilizes archives and libraries that contain manuscripts and historical documents to quickly access and write historical research.

11. Course Structure					
Evaluation Method	Teaching method	Unit/Course or Topic Name	Hours required learning outcomes		Week
1. Daily tests with specific questions. 2. Class participation in preparing the lecture.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	Awal. Al Buwayh: their origin, their homeland.	To enable students to know and understand the origins of the Buyid dynasty and their original homeland.	2	First
1. Daily quizzes with specific questions. 2. Write a paper on the topic.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	The role of the Buyids in serving their princes.	To enable students to know and understand the role of the Buyids in serving their princes.	2	the second
1. Daily tests with specific questions. 2. Class participation in preparing the lecture.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	Mu'izz al-Dawla and the growing influence of the Buyid dynasty in Persia and Iraq.	To enable students to know and understand the role of Mu'izz al-Dawla and the growing influence of the Buyids in Persia and Iraq.	2	the third
1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	The Abbasid Caliphs and their efforts to counter Buyid tyranny.	To enable students to learn about the Abbasid Caliphs and their efforts to confront Buyid tyranny.	2	Fourth
1. Daily tests with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	Secondly, the Seljuks: their origin and homeland.	To enable students to know and understand the origins of the Seljuks and their original homeland.	2	Fifth
		First monthly exam		2	Sixth
1. Daily tests with specific questions.	1. Meeting or lecture. 2. Questioning.	Their emergence on the political scene and their entry into Baghdad 429 AH - 447 AH	To enable students to know, understand and analyze how the Seljuks emerged on the political stage	2	Seventh

2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	3. Problem solving		· Their entry into Baghdad in the year 447 AH		
1. Daily tests with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	· The Age of the Great Sultans (447 AH - 485 AH)	To enable students to know and understand the era of the great sultans 485-447 AH.	2	Eighth
1. Daily tests with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	· The Seljuk Caliphate and Authority 485 AH - 575 AH	To enable students to know and understand the nature of the Caliphate and the role of the Seljuk Sultanate in it for the period from -485 575 AH.	2	Ninth
1. Daily tests with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	Caliph Al-Nasir li-Din Allah and the liberation of the Caliphate (575 AH - 622 AH)	To enable students to know and understand the role of Caliph Al-Nasir li-Din in the liberation of the Caliphate during the period 575-622 AH	2	tenth
1. Daily tests with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	Thirdly. The Abbasid Caliphate in its later period (622 AH - 656 AH)	To enable students to know and understand the conditions of the Abbasid Caliphate in its later period (622-656 AH)	Eleventh 2	
1. Daily tests with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.		The Mongols: their origin, their homeland, their emergence on the political stage	To enable students to know and understand who the Mongols are, their origins, their homeland, and their emergence on the political stage.	2	twelfth
		Second month exam		2	thirteenth

1. Daily tests with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Caliph Al-Musta'sim Billah	To enable students to know and understand who Caliph Al-Musta'sim Billah was.	2	fourteenth
1. Daily tests with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Fall of the Abbasid Caliphate	To enable students to know and understand the precursors and causes of the fall of the Abbasid Caliphate.	fifteenth 2	
Writing a paper on the topic.					12. Infrastructure
1. The History of the Arab Islamic State in the Abbasid Era. Dr. Khalil Ibrahim al-Samarrai and others. 2. Islamic History in the Abbasid Era (132 AH - 656 AH), Vol. 1, Part 2. Dr. Tariq Fathi Sultan. 1. Author unknown, The Abbasid State			1. Required textbooks		
2. Muhammad ibn Jarir al-Tabari, History of the Prophets and Kings 3. Ibn Kathir, Al-Bidaya wa'l-Nihaya			2. Main References (Sources)		

1. Journal of the Iraqi Scientific Academy, Research in the History of the Abbasid State 2. The Arab Historian Journal, Studies in the Abbasid Era	Reports....., (, Recommended books and references (scientific journals)
www.uobaghdad.edu.iq http://www.basicedu.uodiyala.edu.iq www.uomustansiriyah.edu.iq	Internet sites, electronic references

13. Curriculum Development Plan
1. Conducting training courses in the field of art and heritage. 2. Holding training courses in the investigation of manuscripts and historical documents related to the history of the Abbasid state. 3. Websites specializing in Islamic history and social media sites. 4. Conducting scientific trips to historical and archaeological sites. 5. Assigning students to complete research and studies on the reality of Islamic societies during the Abbasid rule in social, economic and political aspects.

Course description template

Course Instructor: Prof. Dr. Qahtan Hamid Kadhim

Course Description (Contemporary History of Iraq)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether He has made the most of the available learning opportunities. This must be linked to the program description.	
College of Basic Education	45. Educational Institution
the date	46. Scientific Department/Center 47.
Contemporary History of Iraq - 1914 33311968 Hist	Course Name/Code
mandatory	48. Available attendance formats
Sixth/Third	49 Chapter/Year
30 hours	50 Total number of study hours
1/10/2024	Date this description was prepared; 51
Course objectives 52.1.	
To demonstrate the importance of studying the history of contemporary Iraq.	
2. To prepare a select group of students in the department who are enlightened about their country's history and study it according to an objective and impartial historical perspective.	
3. A statement of the precursors to the British occupation of Iraq and the British administration of Iraq up to 1921.	
4. A statement on the establishment of the modern Iraqi state, the drafting of the constitution, and the formation of political parties up to 1958. 5. A	
statement on the most important political events and developments and relations with Britain from 1920 to 1958. 6. A	
statement on the most important achievements of the July 14, 1958 Revolution and the development of the political situation up to 1968.	

Course Outcomes, Teaching and Learning Methods, and	
Assessment: A- Cognitive	
Objectives: A-1 To enable students to acquire knowledge and understanding of the general framework of contemporary Iraqi history. A-2 To enable students to acquire knowledge and understanding of the most important political events in contemporary Iraq. A-3 To enable students to acquire knowledge and understanding of the nature of Iraqi-British relations. A-4 To enable students to acquire knowledge and understanding of prominent Iraqi political movements. A-5 To enable students to acquire knowledge and understanding of the establishment of the modern Iraqi state. A-6 To enable students to acquire knowledge and understanding of the achievements of the July 14, 1958 Revolution. B- Course-Specific Skills Objectives	
B1 - Writes a research paper and specialized research studies on the history of modern Iraq. B2 - Memorizes the names of prominent historical figures, places, and events in the history of modern Iraq. B3 - Learns methods of teaching the subject of the history of modern Iraq.	
B-4 Proficiency in the practical aspects of the course, such as drawing maps, diagrams, and charts related to the contemporary history of Iraq.	
Teaching and learning methods	
1. Meeting or lecture. 2. Questioning. 3. Discussion.	
4. Students are encouraged to visit the library and the internet to gain additional knowledge related to the course material.	
Assessment Methods	

1. Daily tests with multiple and varied questions covering all subjects. 2. Submission of research papers. 3. Written tests to assess students' ability to understand and memorize names, places, and historical events. 4. Practical application (in schools) for the fourth stage. 5. Practical Education (Observation) for the Third Stage:
Affective and Value-Based Objectives C-1 Analyze some historical events to determine their veracity. C-2 Compare historical events in the history of modern Iraq during the monarchical and republican eras. C-3 Some famous historical figures in the history of contemporary Iraq are evaluated. C-4 explains the reasons for the establishment of the Iraqi state, the reasons for the collapse of the monarchy, and the numerous uprisings in contemporary Iraq.
Teaching and learning methods
1. Giving students homework that requires subjective explanations using causal methods. 2. Questioning students through a set of thought-provoking questions such as (how, what, when, why, where, which) for specific topics. 3. Forming discussion groups during lectures to discuss historical topics that require thinking and analysis. 4. Teaching students how to develop their own methods of thinking and analysis.
Assessment
Methods: 1. Daily quizzes with homework questions related to the course material. 2. Submission of research papers with a well-structured scientific plan. 3. Delivery of high-quality lectures by students to assess their understanding of the critical thinking material. 4. Conducting monthly or end-of-term tests to measure students' acquisition of critical thinking and analytical skills.
D - General and transferable skills (other skills related to employability and personal development). D-1 Enabling the student to write a research paper about one of the historical figures or places in Iraq. D-2 Enabling the student to summarize a reference or source by one-tenth of its size. D-3 Developing the student's ability to analyze information and interpret historical events in contemporary Iraq. D-4 Enabling students to use maps, diagrams, tables, and graphs related to statistical information useful in analyzing historical topics, particularly in the fields of economic and administrative history of contemporary Iraq.

11. Course Structure					
Evaluation Method	Teaching method	Unit/Course or Topic Name	Weekly hours required learning outcomes		
1. Daily tests with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper about the topic.	1. Meeting or lecture. 2. Interrogation. for 3. Problem solving	First: The British occupation 1. Reasons for the British occupation of Iraq, 1914-1920. 2. The course of the occupation operations - 1914 1918	To enable students to know and understand the nature of British interests in Iraq, the reasons for the British occupation of Iraq, and the course of military battles in different regions of Iraq.	2	First
1. Daily tests with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Interrogation. for 3. Problem solving	1. The British administration in Iraq. 2. The national movement against the British occupation (establishment of the Renaissance, Independence, and Covenant societies).	To enable students to know and understand the nature and characteristics of British administration in Iraq, and the emergence of the national movement and the crystallization of its goals.	2	the second
1. Daily tests with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper about the topic.	1. Meeting or lecture. 2. Interrogation. for 3. Problem solving	Anya: The twentieth century in Iraq 1. Preliminaries to the revolution. 2. Causes of the revolution. 3. The events of the revolution and the role of the tribes in it. 4. Results of the 20th Revolution and the formation of the Iraqi interim government.	To enable students to know and understand the Great Iraqi Revolution of 1920 in terms of its causes and consequences.	2	the third
1. Daily tests with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Interrogation. for 3. Problem solving	The second point: Iraq under the Mandate British 1920-1932 1. The establishment of the monarchy in Iraq. 2. The founding of the Iraqi army on January 6, 1921. 3. The Constituent Assembly	To enable students to know and understand the establishment of national rule in Iraq, the founding of the Iraqi army and the development of its national role up to 1958, the circumstances and reasons for the establishment of the Iraqi Constituent Assembly and its most prominent tasks.	2	Fourth
1. Daily tests with specific questions 2. Class participation in preparing the lecture.	1. Meeting or lecture. 2. Interrogation. for 3. Problem solving	4. The Constitution (Basic Law) 1925 5. Law on the Election of Representatives	To enable students to know and understand the articles of the 1925 Iraqi Constitution and what it defined in terms of the rights and duties of the King and the legislative, executive, and judicial authorities, in addition to Regarding his determination of the foundations	Fifth 2	

Writing a paper ³ on the topic.			Iraq's internal and external policies, and the issuance of the parliamentary elections law and its importance.		
		First monthly exam		Sixth 2	
Exams 1 Daily with specific questions. Participation 2 The classroom is preparing for the lecture. Writing a paper. ³ on the topic.	The meeting ¹ or lecture The interrogation B2 Solution 3 Problems	The Mosul Problem of 1924 and its Consequences 6 The Iraqi-British-Turkish Treaty of 1926	To enable students to know, understand, and analyze the Mosul issue between Iraq and Turkey and the provisions of the tripartite Iraqi-Turkish- British treaty of 1926.	2	Seventh
Exams 1 Daily with specific questions. Participation 2 Classroom preparation for the lecture. Writing on page 3. on the topic.	The meeting ¹ or lecture The interrogation B2 Solution 3 Problems	Iraqi Political Parties - 1922 1932	To enable students to know and understand the reasons for the emergence of parties in Iraq during the British Mandate, their methods, goals, and most prominent founders, and to evaluate party life in Iraq during the British Mandate period.	2	Eighth
Exams 1 Daily with specific questions. Participation 2 The classroom is preparing for the lecture. Writing a paper. ³ on the topic.	The meeting ¹ or lecture The interrogation B2 Solution 3 Problems	Yatta's intention Iraqi land Qaa The world is fourth 1932 - 1920 1922 Treaty 1 1927 Treaty 2 The 1930 treaty and Iraq's entry into the 3rd League of Nations	To enable students to know and understand the nature of Iraqi-British relations during the British Mandate period and the harsh conditions imposed on Iraq by the treaties between Iraq and Britain, and the position of the national movement regarding those treaties.	2	Ninth
Exams 1 Daily with specific questions. Participation 2 Classroom preparation for the lecture. Writing on page 3. on the topic.	The meeting ¹ or lecture The interrogation B2 Solution 3 Problems	In Iraq, the tourist Development is a special matter. 1933-1958 Iraq during the reign of King Ghazi Iraq Y Z Gha King Tetu. A The political currents in Iraq (Arab Mobile Association, Al-Muthanna Bin Harat Al-Shaibani Club, Al-Ahali Group, Popular Reform Association).	To enable students to know and understand the internal developments in Iraq during the period 1933-1936, from the coronation of King Ghazi as King of Iraq, and the most prominent political currents that emerged on the Iraqi political scene up to the 1936 coup.	2	tenth
Exams 1 Daily with specific questions. Participation 2 The classroom in preparation	The meeting ¹ or lecture The interrogation B2 Solution 3 Problems	Bakr Sidqi's coup in 1936 The army's intervention in politics April 1939, Iraq The assassination of King Ghazi 4 during World War II 1939-1945 May 1941 Movement 1	To enable students to know and understand the background and causes of the 1936 coup, the circumstances of King Ghazi's assassination in 1939, the May 1941 movement, and the war.	2	eleventh

Lecture 3. Writing a paper on the topic.			Iraqi British.		
1. Daily tests with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper about the topic.		2. The second British occupation of Iraq in 1941 and the internal conditions of Iraq until the end of the Second World War. 3. The Iraqi National Movement - 1946 1956 A. Public Political Parties in Iraq 1946	To enable students to learn about and understand the second British occupation of Iraq in 1941, the most prominent internal and external conditions in Iraq during World War II (1939-1945), the rise of the national movement, and the emergence of public political parties in 1946.	2	twelfth
		Second month exam		2	thirteenth
1. Daily tests with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Interrogation. for 3. Problem solving	B. National uprisings (Waba, 1948 uprising, 1952 uprising, 1956 uprising) C. Baghdad Pact 1955 3. The establishment of the National Unity Front in 1957 4. Arab and international conditions up to the July 14, 1958 revolution (the Palestinian question, the Egyptian revolution of 1952, the Tripartite Aggression against Egypt of 1956, the establishment of the United Arab Republic of 1958, the Arab Hashemite Union of 1958, international alliances such as NATO and the Eisenhower Doctrine, and the Mossadegh movement of 1952). 2. The Free Officers Movement	To enable students to know and understand the causes and consequences of the uprisings during the period 1948-1952, the establishment of the National Unity Front in 1957, and the nature of the Arab and international conditions prior to the July 14, 1958 revolution.	2	fourteenth
1. Daily tests with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper about the topic.	1. Meeting or lecture. 2. Interrogation. for 3. Problem solving	July 14, 1958 and Sixth The establishment of the revolution its achievements on the national and international levels. Seventh: The political situation in Iraq. 1963-1968) February 8, 1963; November 18, 1963 coup; July 17, 1968.	To enable students to know and understand the background and causes of the 1958 revolution, its national and international results and achievements, and the most prominent internal political developments in Iraq during the period 1963-1968.	2	fifteenth

12. Infrastructure	
1. The Contemporary Political History of Iraq - 1914-1968, by the author (Prof. Dr. Qahtan Hamid Kazem). 2. Book: Contemporary History of Iraq (Dr. Jaafar Abbas Hamidi and Dr. Ibrahim Khalil Ahmed). 3. Book: Contemporary History of Iraq (Dr. Fadhil Hussein and others). 4. Book: Political Thought in Contemporary Iraq (Dr. Fadhil Hussein).	1. Required textbooks
1. Book: The History of Iraqi Ministries during the Royal Era, Volume 10, Parts (Al-Sareed Abdul-Razzaq Al-Hassani). 2. Book: History of the Ministries during the Republican Era (1958-1968) (Dr. Narouri Abdul Hamid Khalil and others).	2. Main References (Sources)
1. Book: Social Glimpses from the History of Modern Iraq, several parts, (Dr. Ali al-Wardi) 2. Book: Internal Political Developments in Iraq 1941-1953 (Dr. Jaafar Abbas Hamidi). 3. Book: Internal Political Developments and Trends in Iraq - 1953 1958) Dr. Jaafar Abbas Hamidi.	The books and references that are based on scientific journal reports...
The research, studies, and academic papers published on the official websites of Iraqi universities and colleges, which address most of the political events and developments in Iraq during the study period, include the website of the College of Basic Education, University of Diyala. Baghdad University and its website: http://www.basicedu.uodiyala.edu.iq Al-Mustansiriya University and its website: www.uobaghdad.edu.iq www.uomustansiriyah.edu.iq	B. Electronic references, websites

13. Curriculum Development Plan	
Utilizing the services of electronic libraries and the international information network	-1
Conducting development courses for students and instructors	-2
Undertaking scientific trips	-3

Course description template

Course Description (History of the Islamic States of the East) Course Instructor: Dr. Khalid Turki Alawi

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. These must be linked to the program description.

College of Basic Education	53. Educational Institution
the date	54. Academic Department/Center
History of the Islamic States of the Levant 3334/ Hist	55. Course Name/Code
mandatory	56. Available Attendance Forms
Sixth/Third	57. Semester/Year 58.
Total Study Hours: 30 hours Date this description was	
2024/10/1	prepared 59
Course Objectives 60	
20. To enable students to know and understand the most prominent political events that the Islamic Levant states have gone through.	

-20 Enabling students to understand the reasons for the fall of the Tahirid Emirate.
-21 Introducing students to the most important sources and references used in teaching the
subject. -22 Enabling students to analyze events and compare them in the countries of the Islamic East.
-23 Instilling virtuous values and habits in students, love for the homeland and its glorious history with noble values, and rejecting division and internal strife.

Course outputs, teaching and learning methods and assessment A-
Cognitive objectives A-1 To enable students to acquire knowledge and understanding of the intellectual framework of the history of the Islamic Levant states. A-2 To enable students to gain knowledge and understanding of the significant events in the history of the Levant states. A-3 To enable students to gain knowledge and understanding of the most prominent figures from the families in the Levant states. A-4 Enabling students to acquire knowledge and understanding of the important relations between the states of the East and the Abbasid Caliphate. A-5 To enable students to acquire the knowledge and understanding to analyze and interpret the events of the separation of the states from the Abbasid Caliphate. A-6 To enable students to acquire knowledge and understanding of the most important sources and references for studying the history of the states of the Islamic East. B- Course-specific skills objectives. B1 – Compares the political events that occurred between the Tahirid and Saffarid emirates. B2 – Analyzes historical events and their causes. B3 – Writes a paper or research on any topic related to the history of the Islamic states of the Levant. B-4 gathers information about the most famous military leaders.
Teaching and learning
methods include providing students with the fundamentals and topics related to the history of the Islamic states of the Levant. This involves clarifying and explaining the course material by the instructor, requiring students to visit the library and consult resources for studying the history of the Islamic states of the Levant, enhancing students' skills through visiting websites to gain additional knowledge about the history of the Islamic states of the Levant, and utilizing lectures, questions, and discussions on topics that require such a method.
Assessment
methods include daily tests with specific questions, assigning grades for homework and class participation, and assigning students research projects on the history of the Islamic states of the Levant, with grades assigned for these projects. Monthly tests with objective and essay questions.
Affective and value-based goals C- C-1 To interpret and analyze the events of the history of the Islamic Levant states. C-2 differentiates between the nature of the policy of the Abbasid Caliphs and their relations with the states of the Islamic East. C-3 Evaluates some historical texts and information. C-4 Compares the history of the Islamic states of the Levant and North Africa. Teaching and learning
methods.
A method for solving problems: brainstorming. Simulation.
Assessment methods
The written exam assesses the student's ability to think, analyze, and deduce. Students are required to draw comparisons between the personalities of the Abbasid caliphs and their relationships with the states of the Islamic East. They are also tasked with writing research papers on the political events that occurred in the states of the Islamic East. Daily quizzes consist of intellectual and deductive questions.

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

D-1 Uses contemporary sources and references, and contemporary historical terminology and connotations.

D-2 Forming groups of students to study the important events and figures in the history of the Islamic Levant states and to reach scientific and objective conclusions regarding them.

3. Utilizing historical departments, museums, and state institutions related to history and heritage to enhance and disseminate students' knowledge.

4. Utilizing research centers and libraries containing manuscripts and historical documents to broaden students' understanding and facilitate the writing of historical research papers.

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The conditions of the Abbasid Caliphate during the later periods.	To enable students to know and understand the nature of the general conditions of the Abbasid Caliphate and its role in the rise of the states of the Islamic East	2	First
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1- Meeting or lecture 2- Questioning 3- Problem solving	Control by foreign elements. Personal ambitions. Regional administration. Populism.	To enable students to know and understand the factors that led to the rise of the Islamic states of the Levant.	2	the second
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The establishment of the Tahirid Emirate. The reasons for the fall of the Tahirid dynasty. The general policy of the Tahirids under the Abbasid Caliphate. and her relationship with	To enable students to know and understand the rise and fall of the Tahirid Emirate	2	the third
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The establishment of the Saffarid Emirate The defeat of the Saffarids by the Samanids; the general policy of the Saffarids and its relationship with the Abbasid Caliphate	To enable students to learn about and understand the rise and fall of the Saffarid Emirate	2	Fourth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The establishment of the Samanid Emirate. The role of the Samanids in Islamic civilization. Reasons for the fall of the Samanid dynasty.	To enable students to know and understand the rise and fall of the Samanid Emirate	2	Fifth
		First month exam		2	Sixth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The establishment of the Ghaznavid Emirate and the conflict between the Ghaznavids and the Seljuks. The role of the Ghaznavids in Islamic civilization.	To enable students to know and understand the establishment of the Ghaznavid Emirate.	2	Seventh
-1 Daily quizzes with specific questions -2 Classroom participation	1. Meeting or lecture 2. Questioning	The positive role of the Islamic Levant states in shaping Arab culture	Enabling students to know and understand the cultural aspects of connection and separation between	2	Eighth

In preparing the lecture - 3. Write a paper on the topic	-3 Problem solving		The Abbasid Caliphate and the states of the Islamic East		
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The negative role of the Islamic states of the Levant in shaping Arab culture	To enable students to know and understand the cultural aspects of the connection and separation between the Abbasid Caliphate and the states of the Islamic East	2	Ninth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The establishment of the Ziyarid Emirate The conflict between the Ziyarids and the Buyids	To enable students to know and understand the establishment of the Ziyarid Emirate	2	tenth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The emergence of the Ghurid Emirate	To enable students to know and understand the nature of the establishment of the Ghurid Emirate	2	eleventh
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The Aghur Wars in India The Ghurids and the Khwarazmians	Enabling students to know and understand the Ghurid wars	Twelfth 2	
		Second month exam		Thirteenth 2 Fourteenth	
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The establishment of the Khwarazmian Emirate The most important men of the Khwarazmian family	To enable students to know and understand the nature of the establishment of the Khwarazmian Emirate	2	
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Geographic location and naming	To enable students to learn and understand a brief overview of the countries of the Islamic East	2	fifteenth

50. Infrastructure	
- Al-Tabari, History of the Prophets and Kings; Ibn Khaldun, The Introduction - Al-Mawardi, The Ordinances of	1. Required textbooks
Government: Political, Religious and Social History, Hassan Ibrahim Hassan. - Independent states in the Islamic East from the beginning of the Abbasid era until the Mongol invasion, Essam El-Din El-Faqi. - The History of Islamic Civilization in the East, by Muhammad Jamal al-Din Surur.	2. Main References (Sources)
Islam in its civilization and its administrative, political, and social systems, by Anwar al-Rifai Studies in the Late Abbasid Era, by Abdul Aziz al-Douri	The books and references that support the reports (scientific journals...).
http://www.alrashead.net http://arabic.irib.ir http://alwelayah.net	B. Electronic references, Internet sites

Curriculum Development Plan: 1.	51
Conducting training courses in the field of literature and heritage. 2. Conducting training courses in the verification of manuscripts and historical documents related to the history of the Rashidun era. 3. Websites specializing in history, such as the Family History Group or the Higher Studies in History Group, and social networking sites such as Facebook and Twitter. 4. Organizing scientific trips to historical and archaeological sites. 5. Specialized scientific lectures on history, hosted by distinguished professors from other Iraqi universities or from the university's faculty. The other. 6. Inviting specialists in manuscripts, documents, and archives to meet with students and give quality lectures in those fields. 7. Assigning students to conduct research and studies on the reality of Iraqi society by going into the field using scientific and accurate questionnaires. The characteristics and features of Iraqi society are revealed	

Educational Institution

College of Basic Education	Course Description Template
the date	Scientific Department / Center
History of Andalusia 3322	Course Name/Code
mandatory	Available forms of attendance
Sixth/Third	Semester/Year
30 hours	Total number of study hours
1/10/2024	Date this description was prepared
Course Objectives	
-1 To enable students to learn about and understand the most prominent political events that Andalusia went through	
2. To enable students to understand the causes of uprisings and revolutions in Andalusia. 3. To	
familiarize students with the most important sources and references used in teaching the subject.	
-4 Enabling students to analyze and compare the events that Andalusia went through	
-2 Instilling virtuous values and habits in students, love for the homeland and its glorious history, noble values, and rejection of division and internal strife	

Course Instructor: Prof. Dr. Azhar Ghazi Matar

Course description (History of Andalusia)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is

He has made the most of the available learning opportunities. These must be linked to the program description.

Course outcomes, teaching and learning methods, and assessment
A- Cognitive Objectives A-1 To enable students to acquire knowledge and understanding of the intellectual framework of the history of Andalusia A-2 Enabling students to acquire knowledge and understanding of the significant events in the history of Andalusia A-3 Enabling students to gain knowledge and understanding of the most prominent political figures who ruled Andalusia A-4 Enabling students to acquire knowledge and understanding of the revolutions and uprisings in the history of Andalusia A-5 Enabling students to acquire the knowledge and understanding to analyze and interpret the historical events of Andalusia A-6 Enabling students to acquire knowledge and understanding of the most important sources and references for studying the history of Andalusia
B - The skills-based objectives of the course. B1 - Compare the political events that occurred in Andalusia B2 – Analyzes historical events and their causes. B3 – Writes a paper or research on any topic related to the history of Andalusia. B-4 gathers information about the most famous kings of Andalusia
Teaching and learning methods
To provide students with the basics and topics related to the history of Andalusia. Explanation and explanation of the course material by the course instructor. Students are required to visit the library and consult sources for studying the history of Andalusia. Improving students' skills through visiting websites to gain additional knowledge in Andalusia Using methods of lecturing, questioning, and discussion in some topics that require the discussion method.
Assessment methods
Daily tests with specific questions. Assigning grades for homework and class participation. Students are assigned research projects on the history of Andalusia and grades are determined for them. Monthly tests with objective and essay questions.
Affective and Value-Based Objectives C- C-1: To interpret and analyze historical events in Andalusia C-2 differentiates between the nature of events in Andalusia before and after the Islamic conquest. C-3 evaluates some historical texts and information. C-4 compares the history of Andalusia before and after the Islamic conquest.
Teaching and learning methods
A method for solving problems. Brainstorming. Simulation.
Assessment methods
-9 The written exam to measure the student's ability to think, analyze and deduce. -10 Request to make comparisons between political figures who ruled in the history of Andalusia. -11 Writing research papers about events and personalities in the history of Andalusia requires in-depth studies and research. -12 daily exams with questions that require critical thinking and deduction.

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

D-1 uses historical sources, references, terminology, and indications.

D-2 Forming groups of students to study important events and personalities from the history of the United States in order to reach scientific and objective conclusions regarding them.

D-3. To benefit from the departments of museums and state institutions related to history and heritage in order to increase and disseminate students' knowledge.

D-4. To benefit from the archives and libraries that contain manuscripts and historical documents in order to benefit from them in order to speed up access and writing historical research.

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Weekly hours	
-1 Daily quizzes with specific questions -2 Classroom participation in preparing the lecture -3 Write a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	Andalusia before the Islamic conquest Motives for the conquest of Andalusia; plan to conquer Andalusia	To enable students to know and understand the nature of the motives and reasons for the conquest of Andalusia	2	First
Daily quizzes with questions Specific -2 Classroom participation in preparing the lecture -3 Write a paper on the topic	1- Meeting or lecture 2- Questioning 3- Problem solving	The era of the Wala -1 The most famous governors of Andalusia, their jihad and reforms -2 The Battle of Balat al-Shuhada: Its Causes and Consequences	To enable students to learn and understand who the most famous rulers were, their reforms, and their most prominent battles.	2	the second
Daily quizzes with questions Specific -2 Classroom participation in preparing the lecture -3 Write a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	Arab Muslim Jihad in Northern Spain: Arab Settlement and Organization Phase (Arab-Berber)	To enable students to know and understand the nature of Muslim jihad and the organizational phase between Arabs and Berbers	2	the third
-1 Daily quizzes with specific questions -2 Classroom participation in preparing the lecture -3 Write a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	The Umayyad Emirate in Andalusia 316-138 Abd al-Rahman al-Dakhil and his declaration of the emirate, his policies, his reforms, and his jihad A table listing the names of the Emirs of Andalusia, their years of rule, and their reforms: The Emirate of Abd al-Rahman al-Nasir and his declaration of the Caliphate (316 AH): His policies and reforms.	To enable students to know and understand the nature of the Umayyad Emirate, its most important aspects, policies, and reforms.	2	Fourth
-1 Daily quizzes with specific questions -2 Classroom participation in preparing the lecture -3 Write a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	Al-Halifa, Al-Hakam Al-Mustansir, his policies, his jihad, his reforms Caliph Hisham ibn Abd al-Hakam and the Amirid State (Al-Hajj al-Mansur ibn Abi Amir and his father)	To enable students to know and understand the policies of Caliph Al-Mustansir and Hisham ibn Abd al-Hakam and the reforms they implemented.	2	Fifth
		First month exam		2	Sixth
-1 Daily quizzes with specific questions -2 Classroom participation in preparing the lecture -3 Write a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	The stage of weakness and disintegration of the country Political manifestations and the rise of the sectarian era	To enable students to know and understand the reasons for the country's weakness and disintegration, and the reasons that led to the emergence of the era of sectarianism.	2	Seventh
-1 Daily quizzes with specific questions -2 Classroom participation in preparing the lecture -3 Write a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	The most important of the Taifa kingdoms (Cordoba) Seville-Valencia Characteristics and achievements of the era of sectarianism	To enable students to know and understand the most important sectarian states and the achievements that were made in this era	2	Eighth
-1 Daily tests	-1 The meeting or	Arab and Islamic reactions to	Enabling students to	2	Ninth

With specific questions -2 Classroom participation in preparing the lecture -3 Write a paper on the topic	Lecture 2 - Questioning - 3 - Problem Solving	Challenges faced by the Spanish Mamluks: the fall of Toledo in 478 and the appeal to the Almoravids for help.	Understanding Arab reactions and the reasons for the fall of Toledo		
-1 Daily quizzes with specific questions -2 Classroom participation in preparing the lecture -3 Write a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	The Almoravids and their political and military role in Andalusia The Almohads and their political and military role in Andalusia	To enable students to know and understand the nature of the political and military role played by the Almoravids and Almohads	2	tenth
-1 Daily quizzes with specific questions -2 Classroom participation in preparing the lecture -3 Write a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	The Sultanate of Granada and the end of Arab rule in Andalusia Factors that helped it to withstand	To enable students to know and understand the reasons and factors that led to the end of Arab rule in Andalusia, as well as the factors that helped it endure.	2	eleventh
-1 Daily quizzes with specific questions -2 Classroom participation in preparing the lecture -3 Write a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	Granada's policy towards Castile and Aragon	To enable students to know and understand the nature of the policy that Granada followed towards the Emirates and other states	2	twelfth
		Second month exam		2	thirteenth
-1 Daily quizzes with specific questions -2 Classroom participation in preparing the lecture -3 Write a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	Reasons for the weakness and fall of Granada and the surrender treaty	To enable students to know and understand the nature of the reasons and motives that led to the fall of Granada and its signing of the surrender treaty	2	fourteenth
-1 Daily quizzes with specific questions -2 Classroom participation in preparing the lecture -3 Write a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	Andalusia after the surrender treaty	To enable students to know and understand the nature of the general situation in Andalusia after the surrender treaty	2	fifteenth

52. Infrastructure	
- The History of the Arabs and their Civilization in Andalusia (Khalil Ibrahim Al-Samarrai and others)	1. Required textbooks
- Peace and the Renaissance of Andalusia (Ahmed Mazhar Al-Azma) - Islamic Civilization in Morocco and Andalusia (Hassan Ali Hassan) m History of the Arabs in Andalusia: The Conquest and the Era of the Governors (138-92 AH / 711-711 AD) 756) Khalid Al-Sufi	2. Main References (Sources)
The era of the Almoravids and Almohads in Morocco and Andalusia (Anan, Muhammad Abdullah) (Studies in Andalusian History (Abdul Wahid Dhunoun Taha) (	The recommended books and references (reports, scientific journals, etc.)

http://islamstory.com http://www.yabeyrout.com http://www.books-cloud.com	B. Electronic references, websites
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Curriculum Development Plan: 1.
Establishing training courses in the field of archaeology and heritage.
2. Holding training courses in the investigation of manuscripts and historical documents related to the modern and contemporary history of Iraq.
3. Websites specializing in history, such as the Modern History Group or the Graduate Studies in History Group, and social networking sites such as Facebook and Twitter.
4. Conducting scientific trips to historical and archaeological sites.
5. Specialized scientific lectures on history hosted by distinguished professors from other Iraqi universities or colleges.
6. Inviting specialists in antiquities, manuscripts and documents to meet with students and give quality lectures in those fields.
7. Assigning students to conduct research and studies on the realities of Iraqi society by going into the field and using accurate scientific questionnaires that reveal the characteristics and features of Iraqi society.

Course Description

Template Course Instructor: Dr. Moataz Ibrahim Course Description (Curriculum and Textbooks) This course

description provides a concise summary of the course characteristics and the expected learning outcomes for the student, demonstrating whether He had made the most of the available learning opportunities. This must be linked to the program description.

University of Diyala / College of Basic Education	Educational institution
Educational Materials / History Department	Scientific Department / Center
Curricula and Textbooks / 4214 Coll	Course Name/Code
mandatory	Available forms of attendance
Sixth/Third	Semester/Year
30 hours	Total number of study hours
2024/10/1	Date this description was prepared
Course objectives: By the end of the academic year, the student will be able to	
Defining curricula	
lists the characteristics of curricula.	
It demonstrates the importance	
of curricula, explains the foundations of	
curriculum development, analyzes the elements of	
the school curriculum, and compares different types of curricula.	
The curriculum outlines the	
reasons for curriculum development and its models.	
The textbook is known in terms of its concept	

Lists the most important points of the textbook
The textbook outlines the
course outcomes, teaching and learning methods, and assessment.
A- Cognitive Objectives: A-2 To enable students to acquire knowledge and understanding of the curriculum, its characteristics, and its importance. A-3 To enable students to acquire knowledge and understanding of the foundations of curriculum development. A-4 Enabling students to acquire knowledge and understanding of the elements of the school curriculum. A-5 Enabling students to acquire knowledge and understanding of the types of curricula. A-6 Enabling students to acquire knowledge and understanding in the field of curriculum evaluation. A-7 Enabling students to acquire knowledge and understanding of curriculum development, its models, and its reasons. A-8 Enabling students to acquire knowledge and understanding of the textbook
B - The skills-based objectives of the course. B1 - Compares the old concept and the modern concept of curricula B2 - Explains the foundations of curriculum development. B-3 Analyzes the school curriculum into its components. B-4 gathers information about different types of school curricula. B-5 explains the reasons for evaluating school curricula. B-6 describes curriculum development and its models. B-7 writes a research paper about the textbook.
Teaching and learning
methods: 1. Providing students with the fundamentals and topics related to the curriculum. 2a. Clarification and explanation of the course material. 3. Encouraging students to visit the library and consult school curriculum resources. 4. Enhancing students' skills through visiting websites to gain additional knowledge about the school curriculum. 5. Utilizing methods such as lecturing, questioning, and discussion in certain topics that require a discussion-based approach.
Assessment
methods: 1. Daily tests with specific questions 2a. Assigning grades for homework and class participation. 3. Assigning students research papers and reports. 4. Monthly tests with objective and essay questions.
Affective and value-based goals C- C-1 Recognizes the importance of curriculum theories C-2 gives importance to the textbook. C-3 links curriculum activities to the environment. C-4 evaluates activities,
teaching and learning
methods, and the use of presentation methods. Illustrative diagrams. fee Brainstorming methods.
Assessment methods.
The analytical exam measures the student's ability to think, analyze, and deduce. I request a comparison between curricula in Iraq and in developed countries. Writing research papers on phenomena and problems related to curricula. Daily exams with intellectual and deductive questions.

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

D-1 Skills in using references and terminology.

D-2 Skills in collecting and analyzing data on the topic. D-3 Skills in utilizing available resources. D-4 Skills in making comparisons on the topic.

D5 Skills in developing specific concepts about the subject.

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	The required learning outcomes	Hours	Week
Formative assessment	Discussion and questioning	Curricula	are : understanding the concept of curricula, its characteristics and	2	1
Formative assessment	Discussion and questioning	Curriculum Foundations	importance; and understanding the philosophical (intellectual) basis.	2	2
Formative assessment	Discussion and questioning	Curriculum Foundations	Understanding the cultural (social) foundation;	2	3
Formative assessment	Discussion and questioning	Curriculum Foundations	understanding the psychological (developmental)	2	4
Formative assessment	Discussion and questioning	Elements of the school curriculum	analysis , foundation; understanding the educational objectives and content.	2	5
First month test: essay questions				2	6
Formative assessment	Discussion and questioning	Types of curricula	Understanding the curriculum of academic	2	7
Formative	Discussion and questioning	Types of Curricula	subjects; understanding the activity-	2	8
assessment			based curriculum; understanding the core	2	9
Formative assessment	Discussion and questioning	Curriculum Evaluation	curriculum; understanding the concept of curriculum assessment, its objectives, standards, methods, and steps.	2	10
Formative assessment	Discussion and questioning	Curriculum development	Understanding curriculum development and its	2	11
Formative assessment	Discussion and questioning	Curriculum development	motivations; understanding the principles of curriculum development and basic models	2	12
Formative assessment	Discussion and questioning	textbook	for its development; recognizing the concept of the textbook and its importance.	2	13
Formative assessment	Discussion and questioning	textbook	Getting acquainted with the printed and electronic textbook	2	14
Second month test essay questions				2	15
• Infrastructure					
There is no			1. Required textbooks		
Methodology and Book Analysis, Awad Jassim Muhammad Al-Tamimi, 2009. Textbook, Awad Jassim Muhammad Al-Tamimi, 1980			2a Main References (Sources)		

Methodology and Book Analysis, Awad Jassim Muhammad Al-Tamimi, 2009. Textbook, Awad Jassim Muhammad Al-Tamimi, 1980	Fields The books and references recommended reports...by scientific
High-quality lectures and hosting on websites	B. Electronic references, websites...

The curriculum development plan	
should include the stages of curriculum development, modern curriculum theories, the importance of curriculum development, the need for educational institutions to develop curricula, and examples of curricula from some developed countries.	
Course description template Course Instructor: Prof. Dr. Hanan Talal Jassim Course Description: History of Africa	
1. Course Name: History of Africa	
2. Course Code	
3. Term/Year: Sixth/Third 4. Date this	
description was prepared: 1/1/2024/10	
5. Available attendance formats: Students	
6. Total number of study hours / Total number of units. 7. Name of	
course instructor (if more than one, please list).	
Jassim, Email: com.gmail@81drhananalsara	Prof. Dr. Hanan Talal Name:
8. Course Objectives	
1. Students will be introduced to sources on African history. 1 – 2. Students will learn about the most important and influential historical events. 3. Students will understand the importance of Africa's position in the world. 4. The students were informed about social life in Africa and the most important political changes therein. 5. I will inform the students about the most important characteristics and orientations of leaders in Africa. 6. I will inform the students about the most prominent and important stages of the development of political life in Africa. Africa witnessed it. 7. The student should become familiar with the economic developments in Africa.	Course objectives
9. Teaching and Learning Strategies	
Discussion and presentation with a questioning style. - Lecture and	strategy

Course structure						
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week	
1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic. Daily	1. Meeting or lecture 2. Questioning 3. Problem solving	First: A geographical and historical introduction to the African continent: Geographical exploration and the beginning of European colonization of the African continent: Geographical	To enable students to know and understand the nature of the African geographical location	2	First	
quizzes with questions. Specific 2. Class participation in preparing the lecture. 3. Writing a paper on the topic. 4. Daily	1- Meeting or lecture 2- Questioning 3- Problem solving	exploration, the slave trade, and the penetration of European countries into Africa after the Berlin Conference of 1884. 1885: British colonies, French colonies, German colonies, Belgian colonies	To enable students to know and understand the most important European countries and their colonies in Africa	2	the second	
quizzes with questions. Specific -2 Class participation in preparing the lecture -3 Writing a paper on the topic -1 Daily	1. Meeting or lecture 2. Questioning 3. Problem solving	West African countries (Nigeria and Senegal as examples), Nigeria: The importance of its geographical location, British occupation of Nigeria in 1863	To enable students to know and understand what West African countries are like	2	the third	
quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic -1 Daily quizzes	1. Meeting or lecture 2. Questioning 3. Problem solving	Royal Niger Company - 1879 1900, Developments in the National Movement, Economic, Social and Political Conditions after Independence 1960	To enable students to know and understand the nature of the developments of the national movement and the general conditions after independence	2	Fourth	
with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	Senegal: The importance of its geographical location, the French occupation of Senegal in 1864	To enable students to understand the importance of Senegal's geographical location and its French occupation.	2	Fifth	
		First month exam		2	Sixth	
-1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic -1 Daily	1. Meeting or lecture 2. Questioning 3. Problem solving	Developments in the Senegalese national independence movement	To enable students to learn about and understand the developments of the national movement and the independence of Senegal in 1960	2	Seventh	
quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic -1 Daily quizzes	1. Meeting or lecture 2. Questioning 3. Problem solving	South African countries as a model: British attempts at penetration in Africa, the Boer War - 1899 1902 The development of the system of government and the formation of the Union of South Africa	Enabling students to know and understand what the countries of South Africa are like	2	Eighth	
with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	Apartheid policies and human rights in South Africa and the development of the national movement in South Africa after World War II Nelson Mandell's role in abolishing apartheid policies	To enable students to know and understand the policy of racial discrimination and the development of the national movement in Africa after World War II	2	Ninth	

		South Africa's occupation of Southwest Africa (Namibia) and the development of the nationalist movement there			
-1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on	1. Meeting or lecture 2. Questioning 3. Problem solving	East African States: The Geopolitical Importance of the Horn of Africa and International Conflict Therein: British-German Rivalry over the East African Protectorate (Kenya)	To enable students to know and understand the geopolitical importance of the Horn of Africa and the colonial competition over it.	2	tenth
the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on	1. Meeting or lecture 2. Questioning 3. Problem solving	The role of the East Africa Company in the British occupation of Kenya; the role of the Kikuyu tribe in the Kenyan national movement after World War I; the emergence of the Mau Mau movement in 1952 and Kenya's	To enable students to know and understand the role of some companies in Africa and the role of some tribes in resisting occupation.	2	eleventh
the topic -1 Daily quizzes with specific questions -2 Class participation in preparing the lecture -3 Writing a paper on the topic	1. Meeting or lecture 2. Questioning 3. Problem solving	independence; Jomo Kenyatta's role in the national movement and Kenya's independence. Social, economic, and political developments after Kenya's independence in 1960	To enable students to understand Jomo Kenyatta's role in Kenya's independence and the developments that followed its independence in 1960.	2	twelfth
		Second month exam		2	Thirteenth
1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The idea of establishing the United States of Africa: The emergence of the national liberation movement in Africa after World War II The establishment of the Organization of African Unity: The establishment of the African Union and special African	To enable students to understand the concept behind the founding of the United States of Africa and the role of the Organization of African Unity in independence.	2	Fourteenth
1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	conferences; The Horn of Africa and international conflict therein	Empowering students from the most important countries of the Horn of Africa and the countries vying for control of it.	2	fifteenth

The course	
assessment involves distributing the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc. 40 points are allocated to midterm and daily exams, and 60 points to the final exam.	
Learning and Teaching	
Resources: Modern and Contemporary African History (Nasir Mahmoud Shukr Al-Jubouri), Excerpts from Modern and Contemporary African History (Muwaffaq Hadi	Required textbooks
Salem Al-Difai), Modern and Contemporary African History (Shawqi Atta Allah Al-Jamal – Abdullah Abdul-Razzaq Ibrahim) In the Contemporary History of Africa (Muhammad Ali al-Qawzi) (Scientific Journals, Reports Specializing in Historical Topics) Africa (	Main references (
Websites specializing in the history of ancient Iraq, such as Google, YouTube, and others.	Recommended supporting books and references
	Electronic references,

Fourth Stage / Seventh Chapter Course

Description Template

Course Instructor: Dr. Hajar Abdel-Dayem. Course Description (Educational Administration and Supervision): This course

description provides a concise summary of the most important characteristics of the course and the learning outcomes expected of the student, demonstrating whether they have been achieved.

Making the most of available learning opportunities. These opportunities must be linked to the program description.

College of Basic Education	Educational institution
Educational Materials / History Department	Academic Department / Center
Educational Administration/ 4215 Coll	Course Name / Code
	Available Attendance Forms
Compulsory Chapter Seven / Fourth Year	Semester/Year
30	Total number of study hours. Date of
10/1/2024/	preparation of this description. The
concepts: Course Objectives: Students should be familiar with the following	
1. The concept of management and its development, educational management, school management.	
2. An introduction to the most important management theories.	
3. Identifying the most important functions of management.	
4. The concept of leadership, its development, and its	
most important theories. 5. An introduction to educational supervision and its methods.	
6- Evaluation in educational supervision (evaluation of the principal, evaluation of the teacher, evaluation of	
the students). • Course outcomes, teaching and learning methods, and	
assessment. A- Cognitive	
objectives A-1 The student will know the concept of management, educational management, and school management	
A-2 The student should know the most important management theories, functions, and styles. A-3	
The student should know the concept of leadership, educational leadership, and its most important theories.	
A-4 The student should know about educational supervision, its development, and the most important methods of educational supervision.	
A-5 The student should understand educational assessment and its importance (the principal, the	
teacher, the students). B- The course's specific skills objectives: Students should develop skills related to the following	
concepts: B1- Educational Administration.	
B2 - Educational leadership.	
B3 - Educational supervision.	
B-4 Educational Evaluation.	
Teaching and Learning	
Messages , Methods: Periodic sessions at the beginning of the semester inform students of the course content and information sources (relevant books), such as:	
University (and the distribution of topics across the weeks of the semester, and the assessment methods that will be followed.) 1.	
Prepare lectures according to the sequence presented in the course syllabus by utilizing the aforementioned information sources. 2. Inform students of the topic of the	
upcoming lecture to allow them to prepare. 3. Ask students to submit papers related	
to one or more of the topics under study.	
Assessment methods	
1. Conduct two semester exams, the first after the fifth week of the semester and the second after the eleventh week of the semester, application, exploration (where the assessment	
grade has 40% of the academic achievement and mental levels are taken into account in each exam), total recall, taking into consideration the student's attendance and the	
extent of his daily participation.	
2. The end-of-term exam, which accounts for 60% of the final grade, will be administered according to the Ministry's schedule. The questions will be designed to ensure comprehensive	
coverage of the course content, application, exploration, and cognitive levels (including recall).	

Affective and value-based objectives: The student should be able to		C
C-1 Defining the most important skills of a successful educational leader.		
C-2 Defining the most important skills of a successful manager.		
C-3 Defining the type of successful educational leadership and management.		
C-4 Identifying the best assessment methods in educational supervision.		
Teaching and learning methods.		
The direct instruction method is usually used, where skills are taught directly and explicitly, reinforced with examples of management for the basic education stages.		
Assessment		
implicitly included in the course assessment processes that take place during and at the end of the semester. methods are		
d) General and transferable skills (other skills related to employability and personal development). 1. Employing acquired skills to teach students key management skills. 2. Selecting management examples or models and presenting their advantages and disadvantages. 3. Evaluating the extent to which students have acquired evaluation skills. D-4 Constructing special tests to identify the most important skills that students have acquired through the course.		

Course structure					
Evaluation Method	Required Learning Outcomes: Unit/Topic Name, Teaching Method	Concept of Management, Management	Hours	Week	
Formative assessment	Discussion and questioning	Concept, Educational Management, School Management Educational, School Administration With examples, with examples	2	1	
Formative assessment	discussion Interrogation and	Theories of Educational Administration		2	
Formative assessment	discussion Interrogation and	Educational Administration Jobs		3	
Formative assessment	discussion Interrogation,	Educational Management Styles	Educational Management Styles	4	
Formative assessment	discussion, and questioning	Leadership: its concept and evolution	Leadership: its concept and evolution	5	
Formative assessment	-	Monthly test	Monthly test	6	

Formative assessment	Discussion	Key leadership theories;	Key leadership theories;		7
Formative assessment	and questioning	some models of leadership behavior, their concept, types;	some models of leadership behavior, their concept, types;		8
Formative assessment		educational supervision and its	educational supervision and its		9
Formative assessment	discussion and interrogation	development; types of educational supervision and methods of educational supervision.	development; types of educational supervision and methods of educational supervision.		10
Formative assessment	-	Monthly test	Monthly test		11
Formative assessment	Discussion	Evaluation in educational supervision	Evaluation in educational supervision		12
Formative assessment	and questioning	Evaluation of the principal, teacher, and students	Final review of the principal's, teacher's,		13
			and students' assessment		14
Formative assessment	Discussion and questioning	Final exam	Final exam		15

Infrastructure

There are no	1. Required textbooks
Educational Administration: Its Concept, Theories, and Methods. Najat Abdullah Al-Nabil. Dr. Saleh Abdel Hamid Mustafa	2a Main References (Sources)
Utilize periodicals and resources relevant to the course.	Recommended books and references (reports, scientific journals, etc.)
Utilizing the international information network as a known source	b) Electronic references, websites

Curriculum Development Plan 1. The

curriculum is developed according to the changes and developments that occur in society.

2. The curriculum is developed in accordance with the requirements that appear in curriculum development in the global system.

Course description template

Course Instructor: Dr. Aboud Turki

Course Description (Political Geography)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is

He has made the most of the available learning opportunities. These must be linked to the program description.

College of Basic Education	Educational institution
the date	Scientific Department / Center
Political Geography 4335/ Hist	Course Name/Code
mandatory	Available Attendance Forms
Seventh/Fourth	Semester/Year

30	Total number of study hours
2024/10/1	Date this description was
prepared. Course objectives: By the end of the semester, the student will be able to:	
The student should be familiar with the course objectives, including the following concepts:	
1. The concept of political geography.	
Classifying countries according to their potential for power. , 1. The concept of the state. 2. Identifying the foundations of state formation (factors in state	
Human resources and economic resources (and their impact on its weight) , establishment). 3. Identifying the foundations of state power (natural and political foundations).	
Types of political boundaries (The concept of political boundaries 4. The concept of political	
boundaries: 5. Understanding theories of state power	
-6 Identifying the most important contemporary political problems	

Course outcomes, teaching and learning methods, and assessment
The cognitive objectives are to enable students to acquire knowledge and a theoretical understanding of political geography, and to enable students to acquire knowledge and a theoretical understanding of the foundations of state formation. - To enable students to acquire knowledge and theoretical understanding of the factors that build state power, and the types of political boundariesEnabling students to acquire knowledge and theoretical understanding of the concept of political boundaries
B- Course-specific skills objectives. Students will develop the following skills. Practical application to a country using the geography lab to understand political boundaries
Teaching and learning
Messages , Adwar , methods at the beginning of the semester involve informing students of the course content and information sources (university-related followed, as follows), distributing the content across the weeks of the semester, and outlining the assessment methods that will be 1. Prepare the lectures according to the sequence outlined in the syllabus, utilizing the aforementioned information sources. 2. Inform students about the topic of the upcoming lecture to allow them to prepare. 3. Students are asked to submit papers relating to one or more of the topics under study.
Assessment methods
1. Two semester exams will be conducted: the first after the fifth week of the semester and the second after the eleventh week. These exams will assess the student's comprehension, application, and analysis skills, taking into account their cognitive levels. The assessment will constitute 40% of the total grade, considering the student's attendance and daily participation. 2. A final semester exam will be held, comprising 60% of the total grade, according to the Ministry's schedule. The questions will be comprehensive, covering comprehension, application, analysis, synthesis, and evaluation. The curriculum and cognitive levels (memorization)
affective objectives: that the student be able to: C- He appreciates the efforts of experts in the field of political geography for the purpose of facilitating its study. He praises the role of scientists in developing a classification of political problems. He expresses his opinion on political boundaries.
Teaching and learning methods
Various methods, including traditional methods such as lectures, and modern methods such as workshops, discussion groups, and the use of geographical technologies in gaining understanding and learning.
Assessment
implicitly included in the course assessment processes that take place during and at the end of the semester. Using objective assessment through objective tests

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

Uses available sources and references

He uses the internet

Course structure

Evaluation Method	Teaching method	Unit/Topic Name	The required learning outcomes include recognizing the importance of:	Weekly hours	
Formative assessment	Thematic lecture	The concept of political geography	The concept of political geography	2	1
Formative assessment		The foundations of state formation	The foundations of state formation	2	2
Formative assessment	discussion	Ranking of countries according to their potential power	Ranking of countries according to their potential power	2	3
Formative assessment	Learning teams	The foundations for building a strong state: 1. Natural resources 2.	The foundations for building a strong state: 1. Natural resources 2.	2	4
Formative assessment	Various objective questions	Human resources 3. Economic resources	Human resources 3. Economic resources	2	5
Formative assessment	panel discussion	The foundations of state power and its impact on its political weight	The foundations of state power and its impact on political influence:	2	6
Final calendar	a test	First month exam	First month exam	2	7
Formative assessment	discussion and interrogation	Political boundaries: The concept of boundaries, types of political boundaries	Political boundaries: The concept of boundaries, types of political boundaries	2	8
Formative assessment	laboratory	Theories of state power: - Mackinder's theory, Mahan's theory	Theories of state power: - Mackinder's theory, Mahan's theory	2	9
Formative assessment	laboratory	Seversky's Theory: Modern Theories	Seversky's Theory - Modern Theories	2	10
Formative assessment		Practical problems (contemporary political problems): Palestinian issue	Practical problems (contemporary political problems): The Palestinian issue	2	11
Final assessment,		Second Month Exam:	Second Month Exam:	2	12
formative	laboratory test	Racial Discrimination -	Racial Discrimination -	2	13
assessment,		Report Discussion	Report Discussion	2	14
formative assessment				2	15

Infrastructure

1. Required textbooks

Mohammed Azhar Saeed Al-Sammak

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-1 Political Geography

Curriculum Development Plan

1. The curriculum is developed according to the requirements that emerge in curriculum development at the basic education levels.

2. The curriculum is developed in accordance with the requirements that emerge in curriculum development within the global system.

Course description template

Course Instructor: Dr. Thuraya Mahmoud. Course Description: History of Islamic Civilization and Systems.

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is He has made the most of the available learning opportunities. This must be linked to the program description.

College of Basic Education	1. Educational Institution
the date	2. University Department/Center 3.
History of Islamic Civilization and Systems / 4335 Hist	Course Name/Code 5.
Mandatory	Available Attendance Forms
seventh/fourth	6. Term/Year
30 hours	7. Total number of study hours
1/10/2024	8. Date of preparation of this
description. 9. Course	
objectives. 1. To enable students to know and understand the most prominent aspects of civilization that the Arab Islamic state went	
through. 2. To enable students to understand the reasons for the scientific and civilizational progress in the Arab Islamic state during the period of study.	
3. Introducing students to the most important sources and references used in teaching the subject.	
4. To enable students to analyze and compare the conditions and civilizational developments in different eras of the Arab Islamic state. 5. To instill in students	
virtuous values and customs, love for their homeland and its history rich with noble achievements and values, and to reject division and internal strife.	

10. Learning Outcomes, Teaching and Learning Methods, and
Assessment: A. Knowledge and Understanding: A.1 To enable students to acquire knowledge and understanding of the intellectual framework of Islamic civilization and systems. A.2 To enable students to acquire knowledge and understanding of the civilizational aspects of the history of the Arab Islamic state. A.3 To enable students to acquire knowledge and understanding of the most prominent scientific and intellectual figures who left their mark on Arab Islamic civilization. A.4 To enable students to acquire knowledge and understanding of the most important political systems in the history of the Arab Islamic state. A.5 To enable students to acquire knowledge and understanding to analyze and interpret the systems and civilization of the Arabs and Muslims. A-6 Enabling students to acquire knowledge and understanding of the most important sources and references for studying Islamic systems and
civilization. B - Subject-specific skills B1 - Compares the political systems in the various eras of the Arab Islamic state. B2 – Analyzes Islamic systems and explains their causes. B3 – Writes a paper or research on any topic in the history of Islamic civilization. B-4 gathers information about the most famous rulers of the Arab Islamic state and the nature of the ruling political systems.
Teaching and learning methods
1. To provide students with the basics and topics related to the history of Islamic systems and civilization. 2. Clarification and explanation of the course material by the course instructor. 3. Students are required to visit the library and consult sources for studying the history of Islamic civilization. 4. Enhancing students' skills through visiting websites to gain additional knowledge about the history of Islamic systems and civilization. 5. Using methods of lecturing, questioning, and discussion in some topics that require the discussion method.

Assessment
methods: 1. Daily tests with specific questions. 2. Assigning grades for homework and class participation. 3. Assigning students research projects on the history of political systems and landmarks of Islamic civilization, and assigning grades for them. 4. Monthly tests with objective and essay questions.
C- Thinking Skills C-1 To interpret and analyze political systems and features of Islamic civilization. C-2 differentiates between the nature of political systems and cultural aspects in various Islamic countries. Some historical texts and information. C-3 protect C-4 compares the history of political systems and cultural aspects in the various eras of Islamic civilization.
Teaching and learning methods
1. Problem-solving methods. 2. Brainstorming. 3. Simulation.
Assessment
methods: 1. Written exam to measure the student's ability to think, analyze, and deduce. 2. Asking students to make comparisons between political figures who ruled in the history of the Islamic state. 3. Writing research papers on events and figures in the history of the Arab Islamic state that require in-depth studies and research. 4. Daily exams with intellectual and deductive questions.
D - General and transferable skills (other skills related to employability and personal development). D-1 uses contemporary sources and references, and contemporary historical terminology and connotations. 2. Forming student groups to study significant events and figures in the history of political systems in the Arab-Islamic state in order to arrive at scientific and objective conclusions regarding them. 3. Utilizing historical departments, museums, and state institutions related to history and heritage to increase and diversify students' knowledge. 4. Utilizing archaeological centers and libraries that contain manuscripts and historical documents to enhance students' understanding and facilitate the writing of historical research papers.

11. Course Structure					
Evaluation Method	Teaching method	Unit/Course or Topic Name	Required learning outcomes	Hours	Week
1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture.	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Firstly, the concept of civilization and the foundations of Islamic civilization.	To enable students to know and understand the concept of civilization and the pillars of Islamic civilization	3	First
1. Daily quizzes with specific questions. 2. Writing a paper on the topic.	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Characteristics of Arab-Islamic civilization.	To enable students to know and understand the most important characteristics of Arab-Islamic civilization	3	the second
1. Daily quizzes with specific questions. 2. Class participation in preparing	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Anya. The political system: , The Ministry ^{The successor} Writing, veiling.	To enable students to know and understand the political system, such as the Caliphate, the ministry, writing, and the chamberlainship.	3	the third
the lecture. 3. Writing a paper on the topic.	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Thirdly. The administrative system: the judiciary, government departments, market inspectors, and police.	Enabling students to learn about the administrative system, including the judiciary, government departments, market inspectors, and police.	3	Fourth
	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Fourth. Financial and Economic Systems: State Resources, State Expenditures, State Currency, Industry, Trade	To enable students to know and understand financial and economic systems such as state resources and expenditures, money, industry, and trade.	3	Fifth
		First monthly exam		3	Sixth
1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Fifth. Religious Sciences: Quranic Sciences, Sciences Hadith, Islamic jurisprudence	To enable students to know and understand religious sciences such as Quranic sciences, Hadith sciences, and Islamic jurisprudence	3	Seventh
the topic.	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Sixth. Linguistic and Human Sciences: Language and Lexicography, Grammar, Rhetoric,	To enable students to know and understand linguistic and human sciences such as language, lexicography, grammar, and rhetoric	3	Eighth
	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Literature, History, Geography, Philosophy, . Astronomy	To enable students to know and understand the sciences of literature, history, geography, philosophy, and astronomy	3	Ninth

Lecture. 3. Writing a paper on the topic. 1.					
Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic. 1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3.	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Seventh. Libraries in Islam:	Enabling students to learn about and understand libraries in Islam	3	tenth
the topic. 1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3.	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	The philosophy of libraries in Islam	Enabling students to know and understand the philosophy of libraries in Islam	3	eleventh
Writing a paper on the topic. 1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.		Types of libraries.	Enabling students to know and understand the types of libraries	3	twelfth
		Second month exam		3	thirteenth
1. Daily quizzes with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Classification of sciences and knowledge in Islam.	Enabling students to know and understand the classification of sciences and knowledge in Islam	3	fourteenth
	1. Meeting or lecturing. 2. Questioning. 3. Problem-solving.	Libraries and their role in cultural exchange.	To enable students to know and understand libraries and their role in cultural communication	3	fifteenth

12. Infrastructure	
Dr. Abdel-Tawab Sharaf 1. Dr. Ibrahim Salman Al-Kurdi, Religion: A Reference in Arab-Islamic Civilization. 2. Ahmed Shalabi, History of Islam: Islamic Civilization. 1. Islamic thought.	1. Required textbooks
(Adab, Ministers and Writers) 2. Al-Jahshiyari, Ministers and Scribes. 1.	2. Main References (Sources)
Journal of the Iraqi Scientific Academy, Research in the History of the Abbasid State 2. The Arab Historian Journal, Studies in the Abbasid Era	, Recommended books and references (scientific journals, etc.) reports,

ig.edu.uodiyala.basicedu.www://http www.uobaghdad.edu.iq www.uomustansiriyah.edu.iq	B. Electronic references, websites...
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Course Description Template

Course Instructor: Dr. Ahmed Mohammed Jassim

Course Description (History of the United States of America) 13.

Course Development Plan	
This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is	1. Conducting training courses in the field of history and heritage. 2. Conducting training courses in the verification of manuscripts and historical documents related to the history of political systems in the Arab
	Islamic state. 3. Websites specializing in Islamic history and social media platforms.
4. Organizing field trips to historical and archaeological sites. 5. Assigning students research and studies on the realities of Islamic societies during Islamic rule, focusing on social, economic, and political	

College of Basic Education	aspects. Educational Institution
the date	Department/Center Course
History of the United States of America 4335/ Hist	Name/Code
mandatory	Available forms of attendance
Seventh/Fourth	Semester/Year
30 hours	Total number of study hours
1/10/2024	Date this description was prepared;
Course objectives	
To enable students to know and understand the most prominent social, economic and political events that the United States of America went through from the discovery of the American continent and the independence of the United States of America until the end of World War II.	
To enable students to understand the reasons for the British occupation and the independence of the United States of America.	
Introducing students to the most important sources and references used in teaching the subject.	
To enable students to analyze the events that the United States of America went through from 1783 to 1948.	
Instilling virtuous values and habits in students, love for the homeland and its glorious history with noble values, and rejecting division and internal strife.	

Course outcomes, teaching and learning methods, and assessment
A. Cognitive Objectives A.1 To enable students to acquire knowledge and understanding of the intellectual framework of the history of the United States of America. A.2 To enable students to acquire knowledge and understanding of the significant events in the history of the United States of America. A.3 To enable students to acquire knowledge and understanding of the most prominent political figures who have governed the United States of America. A-4 Enabling students to gain knowledge and understanding of the revolutions and uprisings in the history of the United States of America A-5 To enable students to acquire the knowledge and understanding to analyze and interpret the events of the history of the United States of America. A-6 Enabling students to acquire knowledge and understanding of the most important sources and references for studying the history of the United States of America

B - The skills-based objectives of the course. B1 - Compares the political events in the era of modern Iraq B2 – Analyzes historical events and their causes. B3 – Writes a paper or research paper on any topic in the history of the United States of America. B-4 gathers information about the most famous rulers of modern Iraq.
Teaching and learning methods
-11 To provide students with the basics and topics related to the history of the United States of America. -12 Explanation and explanation of the course material by the course instructor. -13 Requiring students to visit the library and consult sources for studying the history of the United States of America. -14 Improving students' skills through visiting websites to gain additional knowledge about the history of the United States American. -15 Using methods of lecturing, questioning, and discussion in some topics that require the method of discussion.
Assessment methods
-10 daily tests with specific questions. -11 Assigning grades for homework and class participation. -12 Assigning students research projects on the history of the United States of America and assigning grades for them. -13 monthly tests with objective and essay questions.
Affective and Value-Based Objectives C- C-1: To interpret and analyze historical events in the United States of America C-2 differentiates between the nature of British policy and the policy of the rest of the occupying countries, the United States of America . C-3 evaluates some historical texts and information. C-4 compares the history of the occupation periods in the history of the United States of America.
Teaching and learning methods
-10 Problem-solving methods. -11 Brainstorming. -12 Simulation.
Assessment
methods - 13. Written exam to measure the student's ability to think, analyze and deduce. -14 Request to make comparisons between political figures who have ruled in the history of the United States of America. -15 Writing research papers about events and personalities in the history of the United States of America requires in-depth studies and research. -16 Daily exams with questions that require critical thinking and deduction.
D - General and transferable skills (other skills related to employability and personal development). D-1 Uses contemporary sources and references, and contemporary historical terminology and connotations. D-2 Forming groups of students to study important events and figures from the history of the United States of America in order to reach scientific and objective conclusions regarding them. D-3. To benefit from the departments of museums and state institutions related to history and heritage in order to increase and disseminate students' knowledge. D-4. To benefit from archives and libraries that contain manuscripts and historical documents in order to benefit from them in order to speed up access and writing of historical research.

Course structure					
Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	Discovery of the American continent	Enabling students to understand the movement of geographical exploration	2	First
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1- Meeting or lecture 2- Questioning 3- Problem solving	Northern, Central, and Southern Colonies	British colonialism in America	2	the second
Daily quizzes with specific questions; 2- Class participation in preparing the lecture; 3- Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	British colonists' relations with the Indians	The Franco-British conflict in America	2	the third
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	British colonists' relations with the Indians	To enable students to know and understand the general conditions of British colonists in America	2	Fourth
-1 Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	The political, economic, and social situation	To enable students to know and understand the general conditions of the British colonists in America 1760-1775	2	Fifth

		First month exam		2	Sixth
Daily quizzes with - 1 specific questions: Class participation - 2 in preparing the lecture, writing a paper on the topic. - 3 Daily quizzes	1. Lecture or Questioning - 2. Problem Solving - 3.	Quebec Act, First Philadelphia Convention, Second Philadelphia Convention, Declaration of Independence	Independence of the United States of America	2	Seventh
- 1 with specific questions: Class participation in preparing the lecture, writing a paper on the topic. Daily quizzes - 1	2. - 1 Delivering or lecturing; 3. Questioning; 4. Problem-solving	American Confederation, Philadelphia Convention, 1787, Constitution	The United States of America and the 1789 Constitution	2	Eighth
with specific questions: Class participation in preparing the lecture, writing a paper on the topic. Daily quizzes - 1 with specific	2. - 1 Delivering or lecturing; 3. Questioning; 4. Problem-solving	The presidencies of George Washington, John Adams, Jefferson, and Madison	United States of America 1789-1860	2	Ninth
questions: Class participation in preparing the lecture, writing a paper on the topic. Daily quizzes - 1 with specific	2. - 1 Delivering or lecturing; 3. Questioning; 4. Problem-solving	Land distribution to slaves, Lincoln's presidency, Europe's stance on war and military operations	American Civil War	2	tenth
questions: Class participation in preparing the lecture, writing a paper on the topic. Daily quizzes - 1 with specific	2. - 1 Delivering or lecturing; 3. Questioning; 4. Problem-solving	The Venezuelan issue, the Spanish-American War of 1798, the Panama Canal, American policy in Japan and China	The United States of America and its expansionist policy	2	eleventh
questions: Class participation in preparing the lecture, writing a paper on the topic. Daily quizzes - 1 with specific questions: Class participation - 2 in preparing the lecture, writing a paper on the topic.	1. Lecture or Questioning - 2. Problem Solving - 3.	The United States' entry into the war and its objectives, the United States' role in the war, the United States at the peace conference 1919	The United States of America and World War I 1914-1918	2	twelfth
		Second month exam		2	thirteenth
Daily exams - 1 with specific questions; class participation in preparation - 2	1. Lecture or Questioning - 2. Problem Solving - 3.	The economic and social impact on the United States of America	The United States of America between the two World Wars	2	fourteenth

Lecture 3 - Writing a paper on the topic					
-1. Daily quizzes with specific questions 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture 2. Questioning 3. Problem solving	- The entry of the United States of America into the war, the Battle of Pearl Harbor and the beginning of the war in the Pacific, the surrender of Japan and the end of the war.	The United States of America and World War II 1939-1948	2	fifteenth

Infrastructure	
Modern History of the United States of America , by Abdul Majeed Na'na'i	1. Required textbooks
History of the Modern World 1914-1945	2. Main References (Sources)
Modern American History , by Allen Nevis and Henry Steele Cumming.	) The recommended books and references in scientific, journal reports...
Modern History of the United States of America, Safaa Karim Shukr	
client?search/iq.google.www://https	B. Electronic references, websites...

Curriculum Development Plan: 1.
Conducting training courses in the field of literature and heritage.
2. Conducting training courses in the investigation of manuscripts and historical documents related to the history of the United States of America.
3. Websites specializing in history, such as the Modern History Group or the Higher Studies in History Group, and social networking sites such as Facebook and Twitter.
4. Specialized scientific lectures on history hosted by distinguished professors from other Iraqi universities or from other university colleges.
5. Inviting specialists in manuscripts, documents, and archives to meet with students and give quality lectures in those fields.

Course description template

Course Instructor: Prof. Dr. Qahtan Hamid Kadhim

Course description (Social History of Iraq 1914-1958)

This course description provides a concise summary of the course characteristics and expected learning outcomes for the student, demonstrating whether it is
He has made the most of the available learning opportunities. This must be linked to the program description.

College of Basic Education	Educational institution
the date	Academic Department / Center
Contemporary Social History of Iraq - 1914 4335/1958 Hist	Course Name / Code
mandatory	Available Attendance Forms
Seventh/Fourth	Semester/Year
30 hours	Total number of study hours

1/10/2024	Date this description was prepared;
Course objectives	
1. To state the importance of studying the contemporary social history of Iraq (1914-1958). 2. To prepare a select group of students from the department who are enlightened about their country's social history and study it according to an objective and neutral historical perspective.	
3. A statement of the nature of contemporary Iraqi society and the distribution of ethnicities, sects, nationalities, religions, and minorities in Iraq during the period 1921-1958.	
4. A statement of social customs and traditions in the history of contemporary Iraq in the Bedouin, rural and urban areas.	
5. A statement of the most important reasons for migration from rural areas to cities and the factors that attract people to cities.	
6. A statement of the reality of education and its development up to the year 1958, and the reality of workers and farmers.	
7. A statement of the health situation in Iraq and the efforts of Iraqi governments to improve it up to 1958	

Course outcomes, teaching and learning methods, and assessment
A- Cognitive objectives A-1 To enable students to acquire knowledge and understanding of the general framework of contemporary Iraqi social history. A-2 To enable students to acquire knowledge and understanding of the most important national, ethnic, and religious components in Iraq. A-3 To enable students to acquire knowledge and understanding of the nature and characteristics of Iraqi society in the Bedouin, rural, and urban areas. A-4 To enable students to acquire knowledge and understanding of the driving and attracting factors of migration from rural to urban areas. A-5 To enable students to acquire knowledge and understanding of the reality of education in Iraq and its development up to 1958. A-6 To enable students to acquire knowledge and understanding of the health situation and the conditions of workers and farmers up to 1958.
B - The skills-based objectives of the course. B1 - Writes a research paper, and writes specialized research and studies in the contemporary social history of Iraq. B2 - Memorizes the names of prominent historical figures, places, and events in the contemporary social history of Iraq. B3 - Learning methods of teaching the subject of contemporary Iraqi social history. B-4 The practical aspects of the curriculum, such as drawing maps, diagrams, and charts related to the history of contemporary Iraqi society.
Teaching and learning methods
1. The meeting or lecture. 2. Interrogation. 3. Discussion. 4. Students are required to visit the library and the international information network (the Internet) to obtain additional knowledge for the study materials.
Assessment methods
1. Daily tests with multiple and varied questions for the study materials. 2. Submitting research papers. 3. The written test to measure students' ability to understand and memorize names, places, and historical events. 4. Practical application (in schools) for the fourth stage. 5. Practical Education (Observation) for the Third Stage:
Affective and Value-Based Objectives C.
C-1 Analysis of some historical events in the social aspect in Iraq to determine the extent of their truth. C-2 compares the historical events in the contemporary social history of Iraq during the monarchical and republican eras. C-3 Some famous historical figures in the contemporary social history of Iraq are evaluated. C-4 explains the reasons for migration from rural to urban areas.
Teaching and learning methods

1. Giving students homework that requires subjective explanations using • causal methods. 2. Questioning students using a set of thinking questions such as (how, what, when, why, where, which) on specific topics. 3. Forming discussion groups during lectures to discuss historical topics that require thinking and analysis. 4. Teaching students how to develop their own thinking	
and analytical	
skills. Assessment Methods: 1. Daily quizzes with homework questions related to the course material. 2. Submission of research papers with a well-structured scientific plan. 3. Students delivering high-quality lectures to assess their understanding of the thought-provoking course material. 4. Conducting monthly or end-of-semester tests to	
measure students' acquisition of thinking and analytical skills. D. General and Transferable Skills (Other Skills Related to Employability and Personal Development): 1. Enabling the student to write a research paper on a historical figure in Iraq. 2. Enabling the student to summarize a reference or source to one-tenth of its length. 3. Developing the student's ability to analyze information and interpret social events in contemporary Iraq. 4. Enabling students to use maps, diagrams, and tables. The graphical representations related to statistical information are useful in analyzing historical topics, especially in the fields of social history of contemporary	

11. Course Structure					
Evaluation Method	Teaching method	Unit/Course or Topic Name	Required learning outcomes	Hours	Week
1. Daily tests with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	The social structure of Iraq from the late 19th century until the end of the monarchy. First: Population distribution. -1 Bedouin (desert dwellers).	To enable students to know and understand the nature of the social structure in Iraq and the population distribution (desert population).	2	First
1. Daily tests with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	-2 The countryside (village inhabitants).	To enable students to know and understand the characteristics and features of rural populations (villages) during the monarchy.	2	the second
1. Daily tests with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	-3 Urban (city dwellers).	To enable students to know and understand the nature and characteristics of urban society in Iraq during the monarchy.	2	the third
1. Daily tests with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	Second: Distribution according to religious belief. 1. Islam 2. Christianity 3. Judaism. -4 The Sabians. -5 The Yazidis.	To enable students to know and understand the nature of religious beliefs and their geographical distribution in different regions of Iraq.	2	Fourth
1. Daily tests with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	(2) Social conditions in Iraq during the First World War 1914-1918	To enable students to know and understand the social conditions of Iraq during the First World War 1918-1914	2	Fifth
		First monthly exam		2	Sixth
1. Daily tests with specific questions. 2. Class participation in preparing the lecture. 3. Writing a paper on the topic.	1. Meeting or lecture. 2. Questioning. 3. Problem solving	First: The British occupation of Iraq.	To enable students to know, understand and analyze the background and causes of the British occupation of Iraq and its impact on Iraqi society.	2	Seventh
1. Daily tests with specific questions. 2. Class participation in preparation	1. Meeting or lecture. 2. Questioning. 3. Solution	Second: Social conditions in Iraq during the World War The first 1914-1918	To enable students to know and understand the social conditions in Iraq during the period of World War I	2	Eighth

The lecture... Writing a paper on ³ the topic.	Problems		1918 - First - 1914		
Daily exams 1 With specific questions. Class participation ² in preparing the lecture. Writing a paper on 3 the topic.	The meeting ¹ or lecture. The interrogation. 2 Solution 3 Problems	(Iraq's Social Conditions 3) From the establishment of the Iraqi state until the end of the monarchy 1921-1958	To enable students to know and understand the nature of the social conditions in Iraq from the establishment of the Iraqi state until the end of the monarchy in general.	2	Ninth
Daily exams 1 With specific questions. Class participation ² in preparing the lecture. Writing a paper on 3 the topic.	The meeting ¹ or lecture. The interrogation. 2 Solution 3 Problems	First: Health institutions.	To enable students to learn about and understand health developments in Iraq from 1921 to the present year 1958	2	tenth
Daily exams 1 With specific questions. Class participation ² in preparing the lecture. Writing a paper on 3 the topic.	The meeting ¹ or lecture. The interrogation. 2 Solution 3 Problems	Second: Education issues	To enable students to know and understand the state of education in Iraq and its development during the monarchy	2	eleventh
Daily exams 1 With specific questions. Class participation ² in preparing the lecture. Writing a paper on 3 the topic.		Third: Social issues of farmers and workers.	To enable students to know and understand the most important issues of farmers and workers, their problems, and their role in public life in Iraq during the monarchy.	2	twelfth
		Second month exam		2	thirteenth
Daily exams 1 With specific questions. Class participation ² in preparing the lecture. Writing a paper on 3 the topic.	The meeting ¹ or lecture. The interrogation. 2 Solution 3 Problems	Fourth: Social services.	To enable students to learn about and understand the most important social services and their development from 1921 until July 14, 1958.	2	fourteenth
Daily exams 1 With specific questions. Classroom participation 2 In preparing the lecture, write a paper on the ³ topic.	The meeting ¹ or lecture. The interrogation. 2 Solution 3 Problems	July 14, 1958: Its achievements on both the national and international levels	To enable students to know and understand the background and causes of the 1958 revolution, its results, and its national and international achievements.	2	fifteenth

12. Infrastructure	
1. Dr. Ali Al-Wardi, Social Glimpses from the History of Modern Iraq. 2. Hashim Jawad, Introduction to the Social Entity of Iraq. 1.	1. Required textbooks
Book: Histories of Iraqi Ministries during the Royal Era, Volume 10, Parts (Al-Sareed Abdul-Razzaq Al-Hassani).	2. Main References (Sources)
1. Abbas Farhan Thahir Al-Zamili, Social Life in the City of Baghdad - 1939 1958 PhD dissertation, Ibn Rushd College of Education, University of Baghdad, 2003	) The books and references that are based on scientific journal reports...
Research papers, studies, and academic theses published on the official websites of Iraqi universities and colleges, addressing most of the social events and developments in Iraq during the study period. Among them is the website of the College of Basic Education, University of Diyala: Baghdad University and its website: http://www.basicedu.uodiyala.edu.iq Al-Mustansiriya University and its website: www.uobaghdad.edu.iq www.uomustansiriyah.edu.iq	B. Electronic references, websites

13. Curriculum Development Plan
-1. To benefit from the services of electronic libraries and the international information network. 2. Conducting professional development courses for students and faculty. 3. Organizing scientific trips. -4 Delivering specialized scientific lectures on history by hosting distinguished professors from other Iraqi universities or from the university's colleges The other. 5. Inviting specialists in manuscripts, documents, and archives to meet with students and give quality lectures in those fields. -6 Assigning students to conduct research and studies on the reality of Iraqi society by going into the field using scientific and accurate questionnaires that show Characteristics and features of Iraqi society.

Course description template

History of Türkiye	-1 Course Name
3332 Hist	-2 Course Code
Seventh/Fourth	-3 Semester / Year
2024/10/1	-4 Date this description was prepared
mandatory	-5 Available attendance formats
-6 Total Study Hours / Total Units: 30 hours, Prof. Dr. Hanan Talal Jassim -7 Name of	
Course Coordinator -8 Course Objectives	
1. To enable students to learn about and understand the most prominent political events that Türkiye has experienced. 2. To enable students to understand the reasons behind the uprisings, revolutions, and military coups in Türkiye. -3 Introducing students to the most important sources and references used in teaching the subject -4 Enabling students to analyze and compare events in the Ottoman and secular republican eras	
-9 The teaching and learning strategy is to provide students with the basics and topics related to the contemporary history of Türkiye. Explanation and explanation of the course material by the course instructor. Students are encouraged to visit the library and consult resources for studying contemporary Turkish history. They are also encouraged to enhance their skills by visiting websites to gain further knowledge about contemporary Turkish history. Using methods of lecturing, questioning, and discussion in some topics that require the discussion method.	

-11 Assessment Methods -1 Monthly exams + daily quizzes and participation -2 and classroom discussions	
-12 Learning and teaching resources	
Iran and Turkey (Dr. Ibrahim Khalil Ahmed and Dr. Khalil Ali Murad; Contemporary Türkiye) Dr. Ibrahim Khalil Ahmed and others	-1 Required textbooks
Iran and Turkey (Dr. Ibrahim Khalil Ahmed and Dr. Khalil Ali Murad; Contemporary Türkiye) Dr. Ibrahim Khalil Ahmed and others	-2 Main References and Sources
- Türkiye between Islamic Heritage and Secularism (Ahmed Nouri Al-Nuaimi) The Political System in Türkiye (Ahmed Nouri Al-Nuaimi) Türkiye: From Caliphate to Modernity (Mansour Abdel Hakim)	Recommended books and references (scientific journals, reports...)
http://www.alrashead.net http://arabic.irib.ir http://alwelayah.net/	b) Electronic references, websites...

-10 Course Structure					
Evaluation Method	Required learning outcomes: Unit/topic name, teaching method		Hours	Week	
Asking questions to the students and having them answer them is done to determine their level of comprehension and understanding of the material.	2- Meeting or lecture - Questioning	First: The end of World War I and the beginning of the War of Liberation - 1918-1923 -1 Roles of the Turkish War of Independence -2 Erzurum Congress, Sivas Congress,	To enable students to know and understand the nature of the general conditions in Türkiye during the late Ottoman era.	2	First
Asking questions to the students and having them answer them is a way to assess their	2- Meeting or lecture - Questioning	Ankara Government and Formation of the Grand National Assembly, April 1920 The defeat of the Greeks and the end of the War of Liberation	To enable students to know and understand how the Grand National Assembly was formed in Türkiye after the end of World War I	2	the second
comprehension and understanding of the material.	2- Meeting or lecture - Questioning	Treaty of Lausanne Abolition of the Sultanate	To enable students to know and understand the contents of the Treaty of Lausanne and how the Sultanate was abolished	2	the third
	2- Meeting or lecture - Questioning	The establishment of the modern Turkish Republic, the declaration of the republic, 1923	To enable students to know and understand how the Turkish Republic was established and declared	2	Fourth
First month exam					Fifth
Asking questions of the students and having them answer them is done to assess their comprehension	2- Meeting or lecture - Questioning	Tasks of the Grand National Council	Enabling students to understand the tasks and duties of the Grand National Council	2	Sixth
and understanding of the material.	2- Meeting or lecture - Questioning	Turkish political parties (People's Party, Republican Progress Party)	Enabling students to learn about the most important Turkish political parties	2	Seventh
	2- Meeting or lecture - Questioning	Turkish domestic developments 1933-1925 Kurdish armed movement 1925	To enable students to know and understand the nature of internal Turkish developments 1925-1933, and the rise of the Kurdish armed movement in 1925	2	Eighth
	- Meeting or lecture	-Elections of 1927 And the curriculum of the Ministry of Ismat	Enabling students to know and understand general elections	2	Ninth

Questions are posed to the students, and they answer	-2 Interrogation	Inonu	1927 and the program of the Ministry of Ismet Inonu		
them to determine their level of comprehension and understanding of the material.	2- Meeting or lecture - Questioning	The impact of the global economic crisis on the internal situation in Turkey.	To enable students to know and understand the causes of the global economic crisis and its impact on Türkiye	2	tenth
Asking questions to the students and having them answer them is done to determine their level of comprehension and understanding of the material.	2- Meeting or lecture - Questioning	Turkish domestic policy 1933-1939 Turkish nationalism and the Turkification movement, secular politics, and government measures to modernize Türkiye	To enable students to know and understand the nature of Turkish domestic politics, 1933-1939 Learning about the nationalist movement, the Turkification movement, secular politics, and government	2	eleventh
Asking questions to the students and having them answer them is a way to assess their	2- Meeting or lecture - Questioning	Turkish foreign policy 1933-1939 Turkish relations – Bulgarian	measures to modernize Türkiye enabled students to understand the nature of Turkish foreign relations in 1933-1939 and the nature of Turkish-Bulgarian relations.	2	twelfth
comprehension and understanding of the material.	2- Meeting or lecture - Questioning	The Turkish Straits issue and the Montreux Convention of 1936	To enable students to know and understand the issue of the Turkish Straits and the Montreux Convention of 1936	2	thirteenth
	2- Meeting or lecture - Questioning	Saadabad Charter, July 1937	And to familiarize oneself with the provisions of the Saadabad Charter of July 1937	2	fourteenth
Second month exam					fifteenth

Course description template

Course Name:
Professional Ethics
Course Code: 7PROFO
Semester/Year:
First Semester of the Academic Year 2024-2025
This description was
prepared on 2024/10/25
Available attendance
methods:
In-person. Total study hours / Total units. Number of units
(total hours) (2)

Name of course coordinator (if there is more than one, please state).					
iq.edu.uodiyala@te29basicist Course Objectives : The student will			Name: M.M. Hussein Ali City Email:		
be familiar with					
Introducing students to the concept of professional ethics and the meaning of ethics linguistically and technically; instilling in students the importance of ethics, the origins of the science of ethics and its stages of development, the formation of ethics, and the pillars of good character that reinforce ethical values and ethical conduct they will encounter in their work; clarifying methods of acquiring and learning good ethics through the socialization process and the role of social and educational institutions in ethical education; introducing students to theories of acquiring ethics; teaching students ethics in assessment and examinations; teaching students about professional ethics in the university and community setting, and the basic concepts of professional ethics; introducing students to the professional duties of teachers and why we should be concerned with professional ethics				With the following concepts:	
Introducing students to the sources of professional ethics, the objectives of professional ethics, and the reasons for non-compliance with professional ethics; introducing students to the characteristics of professional competence.					
Teaching and learning strategies :					
involves using modern strategies in the teaching and learning processes, which make the student the focus of the educational process.				The strategy	
Course structure					
Assessment method:	Learning method	Unit or topic name: Linguistic	Week Hours Required Learning	Outcomes: To identify the	
Formative assessment	The meeting Interrogation and discussion	and terminological definition of creation	definitions of creation, ethics, and the science of ethics from different perspectives, the basic principles of ethics, and the components of the elements of	2	1
Formative assessment	The importance of ethics and its stages of development; brainstorming; asking questions, writing answers, and discussing		creation. To enable students to grasp the importance of ethics, the origins of the science of	2	2
Formative assessment	ethics, and the stages of the development of ethics. them; presentation and questioning; discussion.	The processes of the Creator's formation	To enlighten students about acquiring the processes of character formation and the pillars of good character	2	3
Formative assessment	Presentation, questioning, discussion	Methods of acquiring good morals	To enable them to understand how to acquire good morals and learn ethics through the socialization process, and the role of social and educational institutions in moral education; to introduce students to	2	4
Formative assessment	Presentation, questioning, discussion	Theories of moral acquisition	the most important theories in acquiring ethics, including (the theory and cognitive-behavioral theory, Kohlberg's theory, social learning theory, and psychoanalytic theory).	2	5
Formative assessment	-	Questions from the prescribed material	First month exam	2	6
Formative assessment	Presentation, questioning, discussion	Ethics and professional conduct in university teaching	Introducing students to the importance of the teaching profession, its ethics, and behaviors.	2	7

			University student ethics and the impact of ethical commitment on university students; the university's role in teaching		
Formative assessment	Presentation,	Ethics in assessment and examinations	professional ethics; defining for students the importance of ethics in	2	8
Formative assessment	questioning, discussion	Professional ethics in the university and society	assessment and examinations; introducing students to professional	2	9
Formative assessment	Presentation, questioning, discussion	Basic concepts of professional ethics	ethics within the university and society; enabling students to understand the basic and secondary concepts	2	10
Formative assessment	Presentation, questioning, discussion	Teacher's professional duties and attention to professional ethics	of professional ethics; defining for students the importance of the teacher's role in promoting education and why	2	11
Formative assessment		Questions from the prescribed material	we should pay attention to professional ethics	2	12
Formative assessment	Presentation,	Sources and objectives of professional ethics	Introducing students to the sources and objectives of professional ethics;	2	13
Formative assessment	questioning, discussion	Professionalism	enabling students to understand the characteristics of professional competence and the reasons for non-compliance with professional ethics.	2	14
The course is					
assessed by distributing the grade out of 100 according to the tasks assigned to the student, such as daily preparation, daily, oral, monthly, and written exams, reports, etc.					
Learning and teaching					
There is			resources: Required textbooks (methodology, if any), main		
no - Ethics and Ethics of the University Teaching Profession, by Dr. Abdul Basit Abbas Muhammad 2019 Dr. Muhammad Al-Hussein 2012 , Professional Ethics - Professional Ethics, Dr. Abdul Karim Mohsen, 2024 Moral and Social Upbringing, Dr. Ali El-Din Hilal, 2000 - Ethics and Conduct of the University Teaching Profession, Dr. Abdul Wahid Hamid Al-Kubaisi and others, 2011 2008 - Ethics in Education, Dr. Henry Jerome - Ethics in Islam, Dr. Muhammad bin Ibrahim, 2010			references, sources.		
Utilize resources relevant to the course.			Recommended supporting books and references (scientific journals, reports, etc.)		
Utilizing the international information network as a known source			Electronic references, websites		

Course description template:

Course name:	
Environmental Health	
and course code	
Envfi2	
Chapter / Year	
Two / 2025	
This description was prepared on	
2/7/2025, the beginning of the second	
semester. Available attendance	
methods: In-person	
Total number of study hours / Total number of units: 28 units	
28 hours	
(Name of course coordinator) (If there is more than one name, please state)	
Email: iq.uodiyolaredu@ate27basichist	Name: M.M. Aws Ali Kadhim Course
Objectives	
environment and its preservation. 2. Knowledge of diseases and methods of prevention. 3. Definition of addiction, its types, and methods of prevention.	Course objectives: The student should be able to at the end of the academic year
Teaching and learning strategies	
It aims to define the environment, its importance, and its types (soil, air, water), the problems it faces, how to solve these problems, and how to maintain a disease-free environment and control pollution levels. Pollution, disease control and prevention, reducing environmental damage to organisms, and maintaining an environment as free from pollution as possible through pollution reduction measures. Using modern methods and techniques to maintain a clean and pollution-free environment and reduce pollution. Diseases and their prevention as much as possible, raising awareness of the dangers of addiction, alcohol, and internet addiction, and protecting individuals and avoiding everything that is harmful to human health and society.	strategic y

Weekly course					
Learning method, assessment method	Unit or topic name	Hours required	learning outcomes	structure	
	Pollution: Definition of pollution, Types of pollution Air pollution and its harmful effects on humans and the environment Noise pollution and its harmful effects on humans and the environment		2 hours	First	
	Water pollution: its causes and effects on humans and the environment; food pollution: its causes and effects on humans and the environment; methods of prevention and reducing the risks of pollution.		2 hours	the second	
	Immunity: its definition, natural types, improvement, and importance. It protects humans against diseases and the necessary vaccinations for children before starting		2 hours	the third	
	school. Nutrition: its importance to humans and the most important diseases resulting from malnutrition, including anemia and obesity, their symptoms, prevention methods, and causes. Vitamins: their definition and types.		2 hours	Fourth	
	Vitamin A: its sources, benefits for humans, and where it is found. Vitamin B: its sources, benefits, and locations; Vitamin C: its sources and the diseases caused by its deficiency; Vitamin D: its sources, locations, and the diseases caused by its deficiency in the body; Vitamin K The sources of its presence are the diseases caused by its deficiency in the body.		2 hours	Fifth	
	Human diseases: Coronavirus - its symptoms, causes, and treatment methods; Measles - its symptoms and treatment methods		2 hours	Sixth	
	Polio: its causes, treatment methods, and symptoms - German measles and its symptoms - Tetanus: its symptoms and treatment methods - Epilepsy: its symptoms and treatment		2 hours	Seventh	
	methods - Diarrhea: its symptoms, causes, types, and methods of prevention - Oral rehydration - Zoonotic diseases - War exposure: its causes, treatment methods, and prevention - Diseases transmitted by lice and		2 hours	Eighth	
	mosquitoes that are widespread among school students and methods of prevention and treatment.		2 hours	Ninth	
	Addiction and its harms to humans, smoking, depression – electronic cigarettes, hookahs and passive smoking.		2 hours	tenth	
	Drugs, khat, morphine, methods of addiction treatment and prevention		2 hours	eleventh	
	Types of modern addiction, mobile phone addiction, and its effects on children's health, including its impact on the child's personality and vision.		2 hours	twelfth	
	Electronic addiction and its risks to humans and infrastructure; digital addiction and its impact on humans and the environment.		2 hours	thirteenth	
	Waste recycling and its future economic and environmental impacts		2 hours	fourteenth	

	the date	62. Scientific Department / Center	
	computer	63 Course Name/Code	
	mandatory	64. Available attendance formats	
	First/First	65 Chapter/Year	
	2 x 15 = 30 hours	66. Total number of study hours	
	1/10/2024	Date this description was prepared	67
	Course Objectives		68
	-24 Teaching the student to be familiar with the basic rules of the computer, including the components and types of computers and how to manage them (working on the operating system and Nados and teaching him the commands of the desktop and the control panel) to help him in completing projects, printing tasks, preparing statistics and graphs, creating presentations, designing engineering plans, and others.		
	-25 The student should learn to use a computer due to the role of the internet in many fields, including education, scientific research, and commerce. Marketing through email correspondence, web pages and online communication.		
	-1 Introducing students to the most important sources and references used in teaching the subject		

Course evaluation	
The course assessment consists of a monthly exam (15 marks per month, totaling 30 marks), a report (5 marks), and attendance (5 marks).	
Daily, oral, and monthly exams, with a grade out of 100, are administered according to the tasks assigned to the students, such as daily lesson plans, written assignments, reports, etc.	
Learning and teaching resources	
The Environment and Pollution book, authored by: Munther Mubdir Abdulkarim Wasfi Muhammad Kazim	Required textbooks (methodology, if applicable)
	Main References (Sources)
Health and Environmental Education Textbook, Tikrit University - Al-Sharqat	Electronic references, websites