



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

-	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 IIII	Univ4114	Fourth
-	2	Arabic IIII	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. **13**
Key sources of information about the program.

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

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	10
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 Daa 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-Zaghouli, 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

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	

	٧	-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- 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	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		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