



# **Academic Program and Course Description for the Department of Geography**

2026-2025

**University Name:** Diyala

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

**Scientific Department:** Geography

**Academic or Professional Program Name:** Bachelor of Basic Education/Geography

**Final Certificate Name:** Bachelor of Basic Education/Geography

**Academic System:** quarterly

**Description Preparation Date:** 2025/10/1

**File Completion Date:** 2025/12/15

**Signature:**



**Head of Department Name:** Dr. Ammar H.M.

**Date:** 2025/12/15

**Signature:**



**Scientific Associate Name:** Dr. Haidar A.A.

**Date:** 2025/12/15

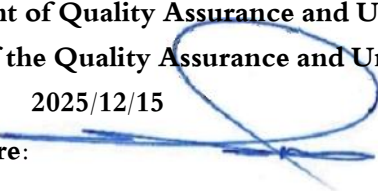
**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:** Dr. Widyan H.H.

**Date:** 2025/12/15

**Signature:**



**Approval of the Dean**

**Dr. Aymin A.N.**

# FIRST STAGE

## Course Description Form

|                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
|---------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Course Name:                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Natural Geography                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 2. Course Code:                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Geob07ng112                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 3. Semester / Year:                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| First                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 4. Description Preparation Date:                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 1/10/2025                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 5. Available Attendance Forms:                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Mandatory in-person attendance                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 6. Number of Credit Hours(Number of Units (Total)                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 2                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 7. Course administrator's name (mention all, if more than one name) |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| Dr. Ammar Hussein Mohammed                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| 8. Course Objectives                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Course Objectives</b>                                            | <p><b>A. Cognitive Objectives</b></p> <p><b>A1.</b> To enable the student to acquire knowledge and understanding of the general framework of geography.</p> <p><b>A2.</b> To enable the student to acquire knowledge and understanding of field research.</p> <p><b>A3.</b> To enable the student to acquire knowledge and understanding of maps and how to use them.</p> <p><b>A4.</b> To enable the student to acquire knowledge and understanding of geographical schools of thought.</p> <p><b>A5.</b> To enable the student to acquire knowledge and understanding of geography teaching methods.</p> <p><b>A6.</b> To enable the student to acquire knowledge and understanding of the philosophy of geography.</p> <p><b>B. Course-Specific Skills Objectives</b></p> <p>...A6. B1- To enable the student to understand geographical phenomena in terms of their geological formation and history.</p> |

|  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <p><b>B2– To enable the student to explain the reasons for the occurrence of some natural phenomena and not others, and how these phenomena affect human settlements.</b></p> <p><b>B3– To enable the student to interpret and analyze natural maps of Earth's surface features, in addition to using modern technologies.</b></p> <p><b>– Affective Objectives:</b></p> <p><b>C1– To explain geographical phenomena scientifically in terms of their geological formation.</b></p> <p><b>C2– To evaluate the research of distinguished researchers in the field of geography and compare it with existing phenomena.</b></p> <p><b>C3– To interpret natural geographical phenomena using paper and electronic (GIS) maps.</b></p> <p><b>C4– To distinguish natural phenomena using colors on the map.</b></p> |
|--|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 9. Teaching and Learning Strategies

|                 |                                                                                                                                                                              |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Strategy</b> | The teacher uses teaching strategies according to the educational situation within the classroom, including the presentation strategy and the classroom discussion strategy. |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

## 10. Course Structure

| Week | Hours | Required Learning Outcomes                                                                | Unit or subject name | Learning method                                                                           | Evaluation method |
|------|-------|-------------------------------------------------------------------------------------------|----------------------|-------------------------------------------------------------------------------------------|-------------------|
| 1    | 2     | The Universe, the Solar System, the Planets, Meteors and Meteorites                       | Lecture              | The Universe, the Solar System, the Planets, Meteors and Meteorites                       |                   |
| 2    | 2     | Kant and Lyellas Theories, the Tidal Theory, the Sornova Theory                           | Lecture              | Kant and Lyellas Theories, the Tidal Theory, the Sornova Theory                           |                   |
| 3    | 2     | The Importance of Studying Earth's Time History, Geological Eras                          | Lecture              | The Importance of Studying Earth's Time History, Geological Eras                          |                   |
| 4    | 2     | Earth's Circumference, Earth's Flattening and its Causes, Lines of Longitude and Latitude | Lecture              | Earth's Circumference, Earth's Flattening and its Causes, Lines of Longitude and Latitude |                   |
| 5    | 2     | All the vocabulary studied in previous weeks                                              | Lecture              | All the vocabulary studied in previous weeks                                              |                   |
| 6    | 2     |                                                                                           | Lecture              |                                                                                           |                   |
| 7    | 2     | Earth's Rotation, its Structure and Geographical Significance                             | Lecture              | Earth's Rotation, its Structure and Geographical Significance                             |                   |
| 8    | 2     |                                                                                           | Lecture              |                                                                                           |                   |
| 9    | 2     | Earth's Layers, the Earth's Crust, the Mantle and the                                     | Lecture              | Earth's Layers, the Earth's Crust, the Mantle                                             |                   |

|    |   |                                                                                           |         |                                                                     |  |
|----|---|-------------------------------------------------------------------------------------------|---------|---------------------------------------------------------------------|--|
|    |   | Core                                                                                      |         | and the Core                                                        |  |
| 10 | 2 | Formation of the Continents and Oceans                                                    | Lecture | Formation of the Continents and Oceans                              |  |
| 11 | 2 | The Universe, the Solar System, the Planets, Meteors and Meteorites                       | Lecture | The Universe, the Solar System, the Planets, Meteors and Meteorites |  |
| 12 | 2 | Kant and Lyell's Theories, the Tidal Theory, the Sornova Theory                           | Lecture |                                                                     |  |
| 13 | 2 | The Importance of Studying Earth's Time History, Geological Eras                          | Lecture |                                                                     |  |
| 14 | 2 | Earth's Circumference, Earth's Flattening and its Causes, Lines of Longitude and Latitude | Lecture |                                                                     |  |
| 15 | 2 | All the vocabulary studied in previous weeks                                              | Lecture |                                                                     |  |

### 11. Course Evaluation 20–20–60

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

#### Grade Distribution

Monthly Exams + Daily Written and Oral Exams + Reports + Attendance + Conduct 40

Final Exam 60

Final Grade 100

### 12. Learning and Teaching Resources

|                                                                    |                                                                                                                                                                                                                                                                                                                                                 |
|--------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Required textbooks (curricular books, if any)                      | There is no specific textbook that covers all the required vocabulary.                                                                                                                                                                                                                                                                          |
| Main references (sources)                                          |                                                                                                                                                                                                                                                                                                                                                 |
| Recommended books and references (scientific journals, reports...) | 1- Muhammad Sabri Mahsoub, Physical Geography: Foundations and Modern Concepts, Dar Al-Fikr Al-Arabi for Printing and Publishing, Cairo, Egypt, 1996.                                                                                                                                                                                           |
| Electronic References, Websites                                    | National Geographic Education:<br><a href="https://education.nationalgeographic.org">https://education.nationalgeographic.org</a><br>Royal Geographical Society (RGS):<br><a href="https://www.rgs.org/">https://www.rgs.org/</a><br>Geography Education<br><a href="https://www.geographyeducation.org">https://www.geographyeducation.org</a> |

### Course Description

|                           |                                                   |
|---------------------------|---------------------------------------------------|
| • Educational institution | College of Basic Education / University of Diyala |
|---------------------------|---------------------------------------------------|

|                                                                                                                                                                                   |                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| • / Scientific Department Center                                                                                                                                                  | Geography Department / Cultural Materials |
| • Code / Name                                                                                                                                                                     | / Islamic Education Univ1102              |
| • Available forms of attendance                                                                                                                                                   | mandatory                                 |
| • Year / Semester                                                                                                                                                                 | the first First                           |
| • of study hours Total number                                                                                                                                                     | hours 30                                  |
| • Date this description was prepared                                                                                                                                              | 2025/12/15                                |
| • will be able to By the end of the academic year, the student : Course objectives                                                                                                |                                           |
| • Learn the definition With knowledge Principles Religion, names this Science And . its causes                                                                                    |                                           |
| 2. Learn Pillars Faith when public Muslims, theology, existence God Its characteristics, evidence presence God Almighty                                                           |                                           |
| 3. Learn guide evidence , Occurrence Care .deception is Invention , The senses attributes , atheism Divine attribute Psychology( ( Existence                                      |                                           |
| 4. Learn qualities Negativity( foot, stay, (violation Accidents doing By the ) self, oneness), attributes Meanings( (ability , Will , Science , snakes hearing , sight , Speech ( |                                           |
| 5- Learn impact doctrine Monotheism in what , Life Impossible in his right Come , what It is permissible in His right, the Most High                                              |                                           |

Assessment Course outcomes, teaching and learning methods, and

Cognitive objectives - A

Understanding A.1 Knowledge and

Enabling students to acquire knowledge and understanding in defining the –A2  
religion science of the foundations of

Enabling students to gain knowledge and understanding about the existence of –A3  
attributes God and His

Enabling students to gain knowledge and understanding of the impact of the –A4  
monotheism on life of doctrine

Enabling students to gain knowledge and understanding of what is impossible and –A5  
Almighty what is permissible with regard to God

Objectives - B Marathi Specific to the course.

- reason Skills in the names of the fundamentals of religion and their –B1
- lesson Skills related to the topics of the –B2

### Teaching and learning methods

Explanation and explanation of the course material

How to display the form -2

Lecture method -3

Learning method-Self -4

### Assessment methods

L. specific questions Daily tests with

Assigning grades for homework and class participation -2

|                                                                                                    |
|----------------------------------------------------------------------------------------------------|
| Assigning students the task of completing research papers and reports on the course -3<br>material |
| Monthly tests with objective and essay questions -4                                                |

| Course structure |       |                                                                                                                |                                                                                                    |                 |                      |  |
|------------------|-------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------|-----------------|----------------------|--|
| Week             | Hours | Required learning outcomes                                                                                     | Topic Name /                                                                                       | Teaching method | Evaluation Method    |  |
| 1                | 2     | to learn<br>Definition With knowledge<br>Principles<br>Religion<br>The names of this science and their origins | Definition With knowledge<br>Principles<br>Religion<br>The names of this science and their origins | Lecture         | Formative assessment |  |
| 2                | 2     | to learn Pillars Faith when public Muslims                                                                     | Pillars Faith when public Muslims                                                                  | Lecture         | Formative assessment |  |
| 3                | 2     | to learn Theology                                                                                              | Theology                                                                                           | Lecture         | Formative assessment |  |
| 4                | 2     | to learn<br>presence God<br>Its characteristics<br>, evidence<br>presence God<br>Come here                     | presence God Its characteristics,<br>evidence<br>presence God<br>Come here                         | Lecture         | Formative assessment |  |

|    |   |                                                                                                             |                                                                                                     |         |                         |  |
|----|---|-------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|---------|-------------------------|--|
| 5  | 2 | ●to learn guide<br>Occurrence<br>Care and Innovation<br>Guide                                               | guide<br>Occurrence,<br>Care and<br>Innovation Guide                                                | Lecture | Formative<br>assessment |  |
| 5  | 2 | solving -The first month's exam consists of various tests and problem<br>.exercises related to the topic    |                                                                                                     |         |                         |  |
| 7  | 2 | to learn<br>deception The<br>senses<br>atheism                                                              | deception The<br>senses<br>atheism                                                                  | Lecture | Formative<br>assessment |  |
| 3  | 2 | to learn qualities<br>Divine                                                                                | qualities Divine                                                                                    | Lecture | Formative<br>assessment |  |
| 9  | 2 | to learn The<br>attribute<br>Psychology(<br>(Existence (                                                    | The attribute<br>Psychology(<br>(Existence (                                                        | Lecture | Formative<br>assessment |  |
| 10 | 2 | to learn qualities<br>Negativity( foot,<br>stay, (violation<br>Accidents doing<br>By the self,<br>oneness ( | qualities<br>Negativity( foot<br>, stay, (violation<br>Accidents doing<br>By the self,<br>oneness ( | Lecture | Formative<br>assessment |  |
| 11 | 2 | to learn<br>characteristics<br>Meanings( (ability ,<br>Will , Science ,<br>snakes hearing , sight           | characteristics<br>Meanings( (ability ,<br>Will , Science ,<br>snakes hearing ,                     | Lecture | Formative<br>assessment |  |

|    |   |                                                             |                                                    |         |                      |
|----|---|-------------------------------------------------------------|----------------------------------------------------|---------|----------------------|
|    |   | , ( ( Speech                                                | sight , ( ( Speech                                 |         |                      |
| 12 | 2 | to learn impact doctrine<br>Monotheism In life              | impact doctrine<br>Monotheism In life              | Lecture | Format<br>assessment |
| 13 | 2 | learn to what Impossible in his right Come here             | what Impossible in his right Come here             | Lecture | Format<br>assessment |
| 14 | 2 | to learn what It is permissible in His right, the Most High | what It is permissible in His right, the Most High | Lecture | Format<br>assessment |
| 15 | 2 | solving-Second month exam: objective tests and problem      |                                                    |         |                      |

based objectives-Affective and value - C

**applications** To understand the importance of studying the subject and its life -A1

the doctrine of monotheism on of He understands the importance of the impact -C2

life

### Teaching and learning methods

1- Explanation and clarification

How to display the form -2

learning method-Self -3

Assessment methods

1- Theoretical tests.

## Reports and studies -2

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

**terminology** Skills in using references and –D1

in collecting and analyzing data on the subject Skills –D2

in interpreting theorems Skills –D3

making skills– arisonComp –D4

in developing specific concepts about the topic Skills D5

| Infrastructure                                                                                                                                                                                                              |                                                                            |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| nothing                                                                                                                                                                                                                     | 1. Required textbooks                                                      |
| The Fundamentals of the Islamic Religion" by " Abdul Rahman Qahtan .Rushdi Alian and Dr .Dr .                                                                                                                               | 2. ( sources ) Main references                                             |
| <ul style="list-style-type: none"> <li>• The Holy Quran.</li> <li>• Books of interpretation and the . noble Prophetic traditions</li> <li>• Journal of the College of Islamic . University of Baghdad / Sciences</li> </ul> | a) Recommended books and references: scientific journals reports , ( ...., |
| <a href="http://www.nourallah.com/directory">www.nourallah.com/directory</a><br><a href="http://www.al-islam.com/">www.al- islam .com /</a><br><a href="http://www.montalq.com">www.montalq.com</a>                         | , b) Electronic references ... websites                                    |

### Course Description

|                                                                                                                                                                                                                                                                                           |                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------|
| • Educational institution                                                                                                                                                                                                                                                                 | College of Basic Education / University of Diyala |
| • / Scientific Department<br>Center                                                                                                                                                                                                                                                       | Geography Department / Cultural Materials         |
| • Code / Name                                                                                                                                                                                                                                                                             | /Arabic LanguageUniv1103                          |
| • Available forms of<br>attendance                                                                                                                                                                                                                                                        | mandatory                                         |
| • Year / Semester                                                                                                                                                                                                                                                                         | First / First                                     |
| • of study hours Total number                                                                                                                                                                                                                                                             | hours 30                                          |
| • Date this description was<br>prepared                                                                                                                                                                                                                                                   | 2025/12/15                                        |
| • By the end of the academic year, the student will be able to : Course objectives                                                                                                                                                                                                        |                                                   |
| 1. Learn . Parts of speech                                                                                                                                                                                                                                                                |                                                   |
| 2. Learn Types of knowledge                                                                                                                                                                                                                                                               |                                                   |
| 3. Learn Singular, dual, and plural                                                                                                                                                                                                                                                       |                                                   |
| <b>•4. Learn Literature</b> ( Explanation, analysis, and memorization of the following poem, (verses The Quran The generous one( from Surah The Moon), Sermon The Messenger ﴿ﷺ﴾ in Ansar after Signed Hanin, Ainiya my dad Dhu'ayb –Al Hudhali, Nuniyya son Zaydun, a poem Ahmed . Shawqi |                                                   |

## Course outcomes, teaching and learning methods, and assessment

### Cognitive objectives - A

#### Understanding A.1 Knowledge and

. speech Enabling students to acquire knowledge and understanding of the parts of -A2

Enabling students to acquire knowledge and understanding about types of -A3

. knowledge

, Enabling students to acquire knowledge and understanding of the singular, dual -A4

. plural and

. students to acquire knowledge and understanding in literature Enabling -A5

### Objectives - B Marathi Specific to the course.

analyzing, and memorizing the following poem , Skills in explaining -B1

. lesson Skills related to the topics of the -B2

## Teaching and learning methods

Explanation and explanation of the course material

How to display the form -2

Lecture method -3

Learning method-Self -4

## Assessment methods

1 Daily tests with specific questions

. Assigning grades for homework and class participation -2

|                                                                                                         |  |
|---------------------------------------------------------------------------------------------------------|--|
| Assigning students the task of completing research papers and reports on the course -3                  |  |
| Material                                                                                                |  |
| Monthly tests with objective and essay questions -4                                                     |  |
| Based objectives–Affective and value - C                                                                |  |
| Applications understand the importance of studying the subject and its life To –A1                      |  |
| the doctrine of monotheism on of He understands the importance of the impact –A2                        |  |
| Life                                                                                                    |  |
| Teaching and learning methods                                                                           |  |
| 1- Explanation and clarification                                                                        |  |
| the form How to display -2                                                                              |  |
| learning method–Self -3                                                                                 |  |
| Assessment methods                                                                                      |  |
| 1- Theoretical tests.                                                                                   |  |
| Reports and studies -2                                                                                  |  |
| Other skills related to employability and personal ) General and transferable skills - D (development). |  |
| Terminology Skills in using references and –D1                                                          |  |
| in collecting and analyzing data on the subject Skills –D2                                              |  |
| in interpreting theorems Skills –D3                                                                     |  |
| making skills– Comparison –D4                                                                           |  |

. in developing specific concepts about the topic Skills D5

| Week | Hours | Required learning outcomes                                                                                                                                        | Topic Name / | Teaching method | Evaluation Method    |
|------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------|-----------------|----------------------|
| 1    | 2     | to learn Name: its definition, its sign                                                                                                                           | Grammar      | Lecture         | Formative assessment |
| 2    | 2     | to learn Proper nouns, pronouns, demonstrative pronouns, relative pronouns, nouns with the definite nouns , "-article "al with the definite article In addition . | Grammar      | Lecture         | Formative assessment |
| 3    | 2     | to learn The dual form is its .grammatical analysis                                                                                                               | Grammar      | Lecture         | Formative assessment |
| 4    | 2     | - The masculine plural, its conditions and declension.<br><br>The feminine - plural, its conditions and declension                                                | Grammar      | Lecture         | Formative assessment |

|   |   |                                                                                                                                                                                                                                                                  |            |         |                      |
|---|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------|----------------------|
|   |   | Broken plurals and some of their patterns, plurals of paucity and abundance                                                                                                                                                                                      |            |         |                      |
| 5 | 2 | to learn The five names                                                                                                                                                                                                                                          | Grammar    | Lecture | Formative assessment |
| 6 | 2 | and solutions First month exam: Various tests exercises Related to the topic                                                                                                                                                                                     |            |         |                      |
| 7 | 2 | <p>Explain, analyze, and memorize the .following poem</p> <p>The long poem by Zuhair bin Abi Sulma, which begins</p> <p>Is it because of )</p> <p>Umm Awfa, a ruined building, that no one spoke in the vicinity of the peacock, so the one (? who is broken</p> | Literature | Lecture | Formative assessment |
| 8 | 2 | verses The Quran<br>The generous                                                                                                                                                                                                                                 | Literature | Lecture | Formative            |

|    |   |                                                                            |            |         |                                 |
|----|---|----------------------------------------------------------------------------|------------|---------|---------------------------------|
|    |   | one( from Surah<br>( the moon                                              |            |         | ve<br>assessme<br>nt            |
| 9  | 2 | speech The<br>Messenger ﷺ<br>in Ansar after<br>Signed nostalgia            | Literature | Lecture | Formati<br>ve<br>assessme<br>nt |
| 10 | 2 | Eye my dad<br>Dhu'ayb -Al<br>Hudhali                                       | Literature | Lecture | Formati<br>ve<br>assessme<br>nt |
| 11 | 2 | Nuniyya son<br>Zaidoun                                                     | Literature | Lecture | Formati<br>ve<br>assessme<br>nt |
| 12 | 2 | • poem Ahmed<br>Shawqi                                                     | Literature | Lecture | Formati<br>ve<br>assessme<br>nt |
| 13 | 2 | The light of<br>guidance was born,<br>and all creation was<br>.illuminated | Literature | Lecture | Formati<br>ve<br>assessme<br>nt |
| 14 | 2 | Literature review                                                          |            | Lecture | Formati<br>ve<br>assessme       |

|    |   |                                    |  |    |
|----|---|------------------------------------|--|----|
|    |   |                                    |  | nt |
| 15 | 2 | month exam: objective tests Second |  |    |

| Infrastructure                                                                                                                                                                                              |                                                                            |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
| nothing                                                                                                                                                                                                     | 1. Required textbooks                                                      |
| <ul style="list-style-type: none"> <li>●–Nada wa Ball al–Explanation of Qatr al Sada, by Ibn Hisham.</li> <li>• Comprehensive Grammar, Abbas . Hassan</li> </ul>                                            | 2. ( sources ) Main references                                             |
| <ul style="list-style-type: none"> <li>●The writings of the ancient grammarians.</li> <li>●Ghalayini, compiler of Arabic –al . lessons</li> <li>• Journal of the Iraqi Scientific . Academy</li> </ul>      | a) Recommended books and references: scientific journals reports , ( ...., |
| <ul style="list-style-type: none"> <li>● Arab blog–The website of the Lisan al .</li> <li>●. The Comprehensive Library</li> <li>●. The Scientific Council website</li> <li>• . Faseeh Network–Al</li> </ul> | , b) Electronic references ... websites                                    |

## Course Description

|                                                                                    |                                                   |
|------------------------------------------------------------------------------------|---------------------------------------------------|
| • Educational institution                                                          | College of Basic Education / University of Diyala |
| • / Scientific Department<br>Center                                                | Geography Department / Cultural Materials         |
| • Code / Name                                                                      | / Democracy and human rightsUniv1101              |
| • Available forms of<br>attendance                                                 | mandatory                                         |
| • Year / Semester                                                                  | First / First                                     |
| • of study hours <b>Total number</b>                                               | hours 30                                          |
| • Date this description was<br>prepared                                            | 2025/12/15                                        |
| • By the end of the academic year, the student will be able to : Course objectives |                                                   |
| 1. Learning( (definition rights man its characteristics and                        |                                                   |
| 2. Learn position Islam from . Human rights                                        |                                                   |
| 3. Learn Categories human rights                                                   |                                                   |
| 4. Learn rights man                                                                | collective                                        |
| 5- Learn rights man in time War and disputes International and domestic            |                                                   |
| 6- Learn corruption Administrator And its effect in rights man                     |                                                   |

assessment Course outcomes, teaching and learning methods, and

## Cognitive objectives - A

### Understanding A.1 Knowledge and

Enabling students to gain knowledge and understanding of Islam's position -A2  
. rights on human

Enabling students to gain knowledge and understanding of human rights -A3  
. classifications

Enabling students to acquire knowledge and understanding of collective -A4  
rights human

Enabling students to acquire knowledge and understanding of human rights -A5  
. tsconflic in times of war and international and internal

- Enabling students to acquire knowledge and understanding of -A6  
rights administrative corruption and its impact on human

## Objectives - B Marathi Specific to the course.

- text of international human rights articles the Skills in -B1
- . lesson Skills related to the topics of the -B2

## Teaching and learning methods

Explanation and explanation of the course material

How to display the form -2

Lecture method -3

learning method-Self -4

## Assessment methods

|                                                                                                                                                                                                                                                                                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>1. specific questions Daily tests with</p> <p>. Assigning grades for homework and class participation -2</p> <p>Assigning students the task of completing research papers and reports on the -3</p> <p>.course material</p> <p>. Monthly tests with objective and essay questions -4</p> |
| <p>ased objectivesb–Affective and value - C</p> <p>To understand the importance of studying the subject and its life –A1</p> <p>. applications</p> <p>the doctrine of of He understands the importance of the impact –A2</p> <p>. monotheism on life</p>                                    |
| Teaching and learning methods                                                                                                                                                                                                                                                               |
| <p>1- clarification Explanation and</p> <p>How to display the form -2</p> <p>learning method–Self -3</p>                                                                                                                                                                                    |
| Assessment methods                                                                                                                                                                                                                                                                          |
| <p>1- Theoretical tests.</p> <p>. Reports and studies -2</p>                                                                                                                                                                                                                                |
| <p>other skills related to employability and ) General and transferable skills - D</p> <p>personal development).</p> <p>. terminology Skills in using references and –D1</p> <p>. in collecting and analyzing data on the subject Skills –D2</p>                                            |

. in interpreting theorems **Skills –D3**

. making skills- **Comparison –D4**

. in developing specific concepts about the topic **Skills D5**

| structure Course |       |                                                                       |                                                   |                 |                      |
|------------------|-------|-----------------------------------------------------------------------|---------------------------------------------------|-----------------|----------------------|
| Week             | Hours | Required learning outcomes                                            | Topic Name /                                      | Teaching method | Evaluation Method    |
| 1                | 2     | identification rights man A                                           | identification rights man and its characteristics | Lecture         | Formative assessment |
| 2                | 2     | Count features rights man                                             | identification rights man and its characteristics | Lecture         | Formative assessment |
| 3                | 2     | to learn position Islam from rights man                               | position Islam from rights man                    | Lecture         | Formative assessment |
| 4                | 2     | to learn position Islam from rights man                               | position Islam from rights man                    | Lecture         | Formative assessment |
| 5                | 2     | to learn Categories rights man                                        | Categories rights man                             | Lecture         | Formative assessment |
| 6                | 2     | to learn Categories rights man                                        | Categories rights man                             | Lecture         | Formative assessment |
| 7                | 2     | solving –The first month's exam consists of various tests and problem |                                                   |                 |                      |

|    |   |                                                                     |                                                            |         |                      |
|----|---|---------------------------------------------------------------------|------------------------------------------------------------|---------|----------------------|
|    |   | .exercises related to the topic                                     |                                                            |         |                      |
| 8  | 2 | to learn rights man collective                                      | rights man collective                                      | Lecture | Formative assessment |
| 9  | 2 | to learn rights man collective                                      | rights man collective                                      | Lecture | Formative assessment |
| 10 | 2 | to learn rights man in time War and disputes International Interior | rights man in time War and disputes International Interior | Lecture | Formative assessment |
| 11 | 2 | to learn rights man in time War and disputes International Interior | rights man in time War and disputes International Interior | Lecture | Formative assessment |
| 12 | 2 | to learn corruption Administrator And its effect in rights man      | corruption Administrator And effect its in rights man      | Lecture | Formative assessment |
| 13 | 2 | to learn corruption Administrator And its effect in rights man      | corruption Administrator And its effect in rights man      | Lecture | Formative assessment |
| 14 | 2 | to learn corruption Administrator And its effect in rights          | corruption Administrator And its effect in rights          | Lecture | Formative assessment |

|    |   |                                                        |     |  |  |
|----|---|--------------------------------------------------------|-----|--|--|
|    |   | man                                                    | man |  |  |
| 15 | 2 | solving-Second month exam: objective tests and problem |     |  |  |

| Infrastructure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| nothing                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | 1. Required textbooks                                                            |
| Faculty of Law, / Human Rights Sources<br>Egypt, issued / Benha University Website<br>2010/2/1 on<br>. Global Corruption Report 2007 –Transparency International<br>No / Lebanese Association for Promoting Transparency -<br>– 2005 –Edition st1 – The Corruption Book –Corruption<br>Lebanon –Technopress Printing Press                                                                                                                                                                              | 2. ( sources ) Main references                                                   |
| Wasat –Al / Human Rights Law Sources<br>378 Issue / Website/ Friday/ 19 /<br>September/ 2003<br>Individual / Article / Ahmed Helmy<br>Arab / Behavior and Human Rights<br>2007 / Issue 10 / Human Rights Magazine<br>Website of the World / Dubai /<br>Organization for Human Rights<br>The Phenomenon of Corruption / A –Dr. Suleiman Abdel Moneim<br>ce with the Study of the Extent of Arab Legislation’s Complian<br>Provisions of the United Nations Convention against Corruption. p.<br>.17<br>• | a) Recommended books and<br>references: scientific journals<br>reports , ( ...., |

Administrative reform can only be achieved - Fares Shehabi  
The / through a radical change in thinking, goals, and laws  
an article –sector from an economic liberal perspective public  
available on the website [www.mafhoum.com](http://www.mafhoum.com)

, b) Electronic references  
... websites

## **Course description template**

### **Course description**

|                                                                                                                                                |                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| • Educational institution                                                                                                                      | of Basic Education College                   |
| • Scientific Department / Center                                                                                                               | Educational Materials / Geography Department |
| • Code / Name                                                                                                                                  | / General Psychology Coll 1201               |
| • Available forms of attendance                                                                                                                | mandatory                                    |
| • Year / Semester                                                                                                                              | First / First                                |
| • of study Total number hours                                                                                                                  | hours 45                                     |
| • Date this description was prepared                                                                                                           | 2019/10/1                                    |
| • Course Objectives                                                                                                                            |                                              |
| • Introducing students to general psychology in general terms of its origin, . 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                |                                              |
| • Students' awareness of the most important Western schools that focused . on psychological studies                                            |                                              |
| • cept of behavior and the physiological Introducing students to the con . and psychological foundations that influence human behavior         |                                              |
| • motives, ) Students follow the processes that take place within a person .( emotions, sensation, perception, and attention                   |                                              |
| • ng as a means of acquiring knowledge and Introducing students to learni . achieving cultural advancement                                     |                                              |
| • Students' understanding of personality through knowing its concept, . characteristics, influencing factors, and types                        |                                              |

- Student appreciation human The role of psychology in understanding . And directing it behavior in order to control it

## 10. Course Outcomes Methods of teaching, learning, and assessment

Cognitive objectives - A

To enable students to gain knowledge and understanding of general - A1  
psychology in terms of its origin, concept, goals, branches and its  
sciences relationship to other

Enabling students to gain knowledge and understanding of the -A2  
studies scholars in the field of psychological contributions of Muslim

Enabling students to acquire knowledge and understanding of the -A3  
each schools of psychology and the intellectual orientations of

Enabling students to gain knowledge and understanding of human -A4  
or and the physiological and psychological foundations that influence behavi  
it

Enabling students to acquire knowledge, understanding, analysis, and -A5  
behavior interpretation of the motives behind human

ing, analysis and Enabling students to acquire knowledge, understand -A6  
emotion interpretation of human

Enabling students to acquire knowledge and understanding through -A7  
learning in terms of its meaning, importance, conditions and theories, with

Miller's theory of Kohler and a focus on Pavlov's theory of classical conditioning  
insight learning

Enabling students to acquire knowledge, understanding, analysis, and –A8  
attention interpretation of sensation, perception, and

Enabling students to acquire knowledge, understanding and –A9  
typersonali interpretation of

B- Objectives Marathi Specific to the course.

Analyzing the concepts included in the curriculum -1

To acquire the skill of identifying the theoretical and applied branches of -2  
psychology

- . Psychology schools are being evaluated

Using learning theory applications in school -4

### Teaching and learning methods

Giving or lecturing -1

Interrogation -2

Solving-Discussion and problem -3

Students are required to visit the library and the international -4  
information network

## Assessment methods

1. Educational applications.

Individual and group research papers .2

homework questions related to the subject matter ) Daily tests .3

objective and essay ) Monthly written tests .4

C- objectives based–Affective and value

information, , Developing students' awareness of the basic knowledge -1  
and concepts of general psychology

Students should show interest in general psychology topics and take -2  
learning–responsibility for self

Students' appreciation of the role of general psychology in the -4  
educational process

## Teaching and learning methods

- Problem solving
- brainstorming
- Simulation

## Assessment methods

1. Oral tests .

( homework questions related to the subject matter ) Daily tests .2

Individual and group research papers .3

objective and essay ) Monthly written tests .4

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

To enable the student to write short individual and group research .1  
papers in the fields of general psychology

Enabling the student to write educational research reports on some .2  
psychological disorders

Enabling the student to write educational research reports about the .3  
mental processes that take place within the human mind

effective communication skills between Enabling the student to master .4  
peers and the course instructor

Analyzing the educational and behavioral problems he will face as a .5  
teacher in the future and developing appropriate solutions for them

### Course structure

| Evaluati<br>on | Teaching method | Topic Name / | learning Required<br>outcomes | Hours | Week |
|----------------|-----------------|--------------|-------------------------------|-------|------|
|                |                 |              |                               |       |      |

| Method                                                                             |                                               |                                                                                                                                                         |                                                                                                                                                                                                                                                                                                           |   |            |
|------------------------------------------------------------------------------------|-----------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|------------|
| Daily tests                                                                        | delivery<br>Interrogation<br>discussion       | science General psychology:<br>Its origin, development, and concept<br>Its objectives and .branches                                                     | Enabling students to:<br><br>Understanding how -1 general psychology came .about<br><br>Defining the basic -2 concepts of general .psychology<br><br>A statement of the -3 objectives of general .psychology<br><br>Distinguishing between -4 the theoretical and applied branches of .general psychology | 3 | the first  |
| Class participation                                                                | Presentation and discussion                   | The relationship of psychology to other sciences.<br><br>Schools of .psychology<br><br>The role of Arab and Muslim scholars in the field of .psychology | Enabling students to:<br><br>Defining the -1 relationship of psychology . to other sciences<br><br>Getting acquainted with -2 the most important .schools of psychology<br><br>Understanding the role -3 of Arab and Muslim scholars in the field of .psychology                                          | 3 | the second |
| writing Short research papers<br><br>Or individual or group reports on the subject | Discussion and questioning<br>Problem solving | behavior<br>Factors influencing behavior (heredity (and environment                                                                                     | Enabling students to:<br><br>Understanding the .1 of behavior. 2. concept<br>Analyzing the factors that .influence behavior                                                                                                                                                                               | 3 | the third  |
| Daily tests                                                                        | Presentation, discussion, and questioning     | Motives                                                                                                                                                 | Enabling students to:<br><br>Understanding the -1 concept of motives and .their functions<br><br>•Understanding how to                                                                                                                                                                                    | 3 | Fourth     |

|                                                                                    |                                                   |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                        |   |         |
|------------------------------------------------------------------------------------|---------------------------------------------------|------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|---------|
|                                                                                    |                                                   |                                                                        | .measure motivation<br>•Classification of types<br>.of motives<br>• Give examples of<br>.motives                                                                                                                                                                                                                                                                                       |   |         |
| Writing short research papers<br><br>Or individual or group reports on the subject | Discussion and questioning<br><br>Problem solving | emotions                                                               | Enabling students to:<br><br>•Understanding the .concept of emotions<br>Understanding the -2 characteristics of .emotions<br><br>Understanding the -3 physiological changes that accompany emotional .distress<br><br>Identifying the most -4 important theories that .have explained emotion<br><br>Recognizing the -5 .importance of emotions<br><br>Giving examples of -6 .emotions | 3 | Fifth   |
| First month test                                                                   |                                                   |                                                                        |                                                                                                                                                                                                                                                                                                                                                                                        |   | Sixth   |
| Class participation                                                                | Presentation, questioning, and discussion         | Learning                                                               | Enabling students to:<br><br>Understanding the -1 concept of learning and its .conditions<br><br>Understanding the -2 relationship between .learning and maturation<br><br>Identifying the types of -3 learning                                                                                                                                                                        | 3 | Seventh |
| Class participation                                                                | Presentation, questioning, and discussion         | ) Learning theories classical classical (conditioning theory ( Pavlov) | 1- Students' comprehension of the concepts of classical classical conditioning theory Pavlov<br><br>Analyzing the laws that -2 explain the relationship between conditioned and                                                                                                                                                                                                        | 3 | Eighth  |

|                                                                                    |                                                |                                               |                                                                                                                                                                                                                                                                                                                       |   |          |
|------------------------------------------------------------------------------------|------------------------------------------------|-----------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|----------|
|                                                                                    |                                                |                                               | . unconditioned stimuli                                                                                                                                                                                                                                                                                               |   |          |
| Daily tests                                                                        | Presentation, questioning, and discussion      | Kohler's theory of . insight learning         | 1- Students' comprehension of the concepts of insight learning theory<br><br>Analyzing the laws that -2 explain learning according to . insight                                                                                                                                                                       | 3 | Ninth    |
| Class participation                                                                | Presentation, questioning, and solving-problem | Educational applications of learning theories | Designing a plan to confront Problems<br><br>The educational and behavioral challenges he will face as a future teacher, and developing appropriate . solutions for them                                                                                                                                              | 3 | tenth    |
| writing Short research papers<br><br>Or individual or group reports on the subject | Presentation, questioning, and discussion      | Sensation, perception, and attention          | ●uishing Disting between The concept of sensation<br>Perception and attention...<br>Analyzing the -2 psychological and neurological foundations of sensation, perception, . and attention<br><br>Classification of special -3 . sensations<br><br>Analyzing the factors -4 affecting attention and its . distractions | 3 | eleventh |
| Daily tests                                                                        | Presentation, questioning, and                 | Personality                                   | 1- Understanding the concept of personality.                                                                                                                                                                                                                                                                          | 3 | twelfth  |

|                                                         |            |  |                                                                                                                                                       |  |            |
|---------------------------------------------------------|------------|--|-------------------------------------------------------------------------------------------------------------------------------------------------------|--|------------|
|                                                         | discussion |  | Identifying the factors that -2<br>. influence personality<br><br>Analyzing personality traits -3<br>.<br><br>Understanding personality -4<br>. types |  |            |
| month test Second                                       |            |  |                                                                                                                                                       |  | thirteenth |
| Discussion of individual and group research and reports |            |  |                                                                                                                                                       |  | fourteenth |
| General review                                          |            |  |                                                                                                                                                       |  | fifteenth  |

## • Infrastructure

|                                                                                                                                                                                                                                                                                                                                 |                                                          |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------|
|                                                                                                                                                                                                                                                                                                                                 | 1- Required textbooks                                    |
| <ul style="list-style-type: none"> <li>•Mohammed (2011) Shamsi, Abdul Amir)</li> <li>, General Psychology</li> <li>•-Zaghoul , Emad and Ali Al-Al -</li> <li>Introduction to (2004) Hindawi</li> <li>Psychology</li> <li>(1997) Abdul Khaliq, Ahmed Ahmed -3</li> <li>Foundations of Psychology</li> <li>books Other</li> </ul> | 2- ( sources ) Main references                           |
|                                                                                                                                                                                                                                                                                                                                 |                                                          |
| 1- (2011) Muhammad Shamsi, Abdul Amir                                                                                                                                                                                                                                                                                           | a) Recommended books and references( scientific journals |

|                                                                                                                                 |                                            |
|---------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|
| General Psychology ,<br><br>Journals of educational and psychological -<br>research<br><br>Journals of Psychological Studies -3 | (reports , ( ...,                          |
| Utilize educational websites related to<br>course topics                                                                        | , b) Electronic references<br>... websites |

**course description The**

|                                     |                                                   |
|-------------------------------------|---------------------------------------------------|
| • Educational institution           | College of Basic Education / University of Diyala |
| • / Scientific Department<br>Center | Geography Department / Educational Materials      |
| • Code / Name                       | / Basic EducationColl 1202                        |
| • Available forms of                | mandatory                                         |

|                                                                                    |                  |
|------------------------------------------------------------------------------------|------------------|
| attendance                                                                         |                  |
| • Year / Semester                                                                  | First / First    |
| • of study hours <b>Total number</b>                                               | hours <b>30</b>  |
| • Date this description was prepared                                               | <b>2019/10/1</b> |
| • By the end of the academic year, the student will be able to : Course objectives |                  |
| 1. Learn . The concept of basic education and its historical development           |                  |
| 2. Learn Basic Education System Inputs                                             |                  |
| 3. Learn Basic Education Goals                                                     |                  |
| 4. Learn Characteristics of basic education                                        |                  |
| 5- Learn Justifications for adopting basic education                               |                  |
| 6- Learn Basic education in some Arab countries                                    |                  |
| 7- Learn Basic education in a number of foreign countries                          |                  |
| 8- Learn Basic education in the United States of America                           |                  |
| 9- Learn Some problems facing education in Iraq and attempts to address them       |                  |

#### teaching and learning methods, and assessment ,Course outcomes

Cognitive objectives - A

**Understanding A.1 Knowledge and**

Enabling students to acquire knowledge and understanding of the basic concept –A2  
**development** of education and its historical

Enabling students to acquire knowledge and understanding of the basic –A3  
**objectives** educational

Enabling students to acquire knowledge and understanding of the characteristics –A4  
**education** of basic

anding in basic education Enabling students to acquire knowledge and underst –A5  
countries in some Arab

Enabling students to acquire knowledge and understanding of basic education –A6  
countries in a number of foreign

Objectives - B Marathi Specific to the course.

onless Skills related to the topics of the –B2

### Teaching and learning methods

Explanation and explanation of the course material

How to display the form -2

Lecture method -3

earning method–Self -4

### Assessment methods

L. Daily tests with specific questions

Assigning grades for homework and class participation -2

Assigning students the task of completing research papers and reports on the course -3  
material

Monthly tests with objective and essay questions -4

based objectives–Affective and value - C

applications To understand the importance of studying the subject and its life –A1

the doctrine of monotheism on of He understands the importance of the impact –A2

life

### Teaching and learning methods

L- Explanation and clarification

display the form How to -2

learning method-Self -3

### Assessment methods

L- Theoretical tests.

Reports and studies -2

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

**terminology** Skills in using references and -D1

in collecting and analyzing data on the subject Skills -D2

in interpreting theorems Skills -D3

making skills- Comparison -D4

in developing specific concepts about the topic Skills D5

### Course structure

| Week | Hours | Required learning outcomes                  | Topic Name /                       | Teaching method | Evaluation Method |
|------|-------|---------------------------------------------|------------------------------------|-----------------|-------------------|
| 1    | 2     | to learn The concept of basic education and | The concept of basic education and | Lecture         | Formative         |

|   |   |                                                                                                       |                                                                                 |         |                      |
|---|---|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|---------|----------------------|
|   |   | its historical development                                                                            | its historical development                                                      |         | assessment           |
| 2 | 2 | to learn Basic System Education Inputs                                                                | Basic Education System Inputs                                                   | Lecture | Formative assessment |
| 3 | 2 | to learn Basic Education Goals                                                                        | Basic Education Goals                                                           | Lecture | Formative assessment |
| 4 | 2 | to learn Characteristics of basic education, justifications for adopting basic education              | Characteristics of basic education, justifications for adopting basic education | Lecture | Formative assessment |
| 5 | 2 | to learn Basic education in Jordan, basic education in Algeria Basic education in Egypt               | Basic education in some Arab countries                                          | Lecture | Formative assessment |
| 6 | 2 | to learn Basic education in Yemen, basic education in Morocco                                         | Basic education in some Arab countries                                          | Lecture | Formative assessment |
| 7 | 2 | solving –The first month's exam consists of various tests and problem .topic exercises related to the |                                                                                 |         |                      |
| 8 | 2 | to learn Basic education in                                                                           | Basic education in some Arab                                                    | Lecture | Formative            |

|    |   |                                                               |                                                                     |         |                      |
|----|---|---------------------------------------------------------------|---------------------------------------------------------------------|---------|----------------------|
|    |   | Bahrain, basic education in Iraq                              | countries                                                           |         | assessment           |
| 9  | 2 | to learn Basic education in Japan, basic education in Britain | Basic education in a number of foreign countries                    | Lecture | Formative assessment |
| 10 | 2 | to learn Basic education in Sweden                            | Basic education in the United States of America                     | Lecture | Formative assessment |
| 11 | 2 | to learn Basic education in Germany                           | Basic education in the United States of America                     | Lecture | Formative assessment |
| 12 | 2 | to learn Basic education in Indonesia                         | Basic education in the United States of America                     | Lecture | Formative assessment |
| 13 | 2 | Failure                                                       | Some problems facing education in Iraq and attempts to address them | Lecture | Formative assessment |
| 14 | 2 | leakage                                                       | Some problems facing education in Iraq and attempts to address them | Lecture | Formative assessment |

|    |   |                                                        |
|----|---|--------------------------------------------------------|
| 15 | 2 | solving-Second month exam: objective tests and problem |
|----|---|--------------------------------------------------------|

| Infrastructure                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                  |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------|
| nothing                                                                                                                                                                                                                                                                                                                                                                                                          | 1. Required textbooks                                                            |
| In Comparative Education and International<br>-Professor Dr. Abdullah Hassan Al , Education<br>Mousawi, 2004, Modern Book World                                                                                                                                                                                                                                                                                  | 2. ( sources ) Main references                                                   |
| <b>Teacher Khaled Rahy Fatlawi-Al The<br/>Jinan Muhammad Abdul Khafaji, ,teacher<br/>and the assistant teacher, Ibtisam Jaafar<br/>Khafaji, presented a book entitled -Jawad Al<br/>The Basic Education System" published by "<br/>Sadiq Cultural Foundation for -Dar Al<br/>Printing and Publishing in Babylon and Dar<br/>ishing and Distribution Radwan for Publ-Al<br/>.in Amman, in its first edition .</b> | a) Recommended books and<br>references: scientific journals<br>reports , ( ...., |
| The first website for primary education in Algeria                                                                                                                                                                                                                                                                                                                                                               | , b) Electronic references<br>... websites                                       |

## Course description template

### Course Description

|                                      |                                                                                                                                                                      |
|--------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| • Educational institution            | Education College of Basic                                                                                                                                           |
| • / Scientific Department Center     | Cultural materials/University requirements                                                                                                                           |
| • Code / Name                        | / Islamic EducationUniv1104                                                                                                                                          |
| • Available forms of attendance      | mandatory                                                                                                                                                            |
| • Year / Semester                    | Second/First                                                                                                                                                         |
| • of study Total number hours        | hours 30                                                                                                                                                             |
| • description was Date this prepared | 2025/12/15                                                                                                                                                           |
| • Course Objectives                  |                                                                                                                                                                      |
|                                      | 1- To introduce the student to the importance of Islamic education and the science . of the fundamentals of religion and its impact on public life                   |
|                                      | 2- . Explaining the meaning of prophethood and messengership and their mission                                                                                       |
|                                      | 3- . Introducing the Holy Quran and other heavenly books                                                                                                             |
|                                      | 4- Explaining the meaning of a miracle, how it occurs, and what the characteristics . of prophets are                                                                |
|                                      | 5- . is meant by revelation and how it was revealed Explaining what                                                                                                  |
|                                      | 6- . Explanation of the ruling on repentance and belief in the Day of Judgment                                                                                       |
|                                      | 7- To educate the student and develop his abilities regarding responding to those . erate, and sound doctrinal principleswho deviate and go against the correct, mod |
|                                      | 8- Explaining the true reality of Islam in a clear, purposeful, and simple scientific                                                                                |

- Course outcomes, teaching and learning methods, and assessment

#### Cognitive objectives - A

Enabling students to acquire knowledge and understanding of the –A1  
. religion intellectual framework of Islamic education and the fundamentals of

Enabling students to acquire knowledge and understanding of the most –A2  
th regard to prophethood and the topics of Islamic education wi important  
. message and explaining their correct meaning

Enabling students to acquire the knowledge and understanding to analyze –A3  
and interpret topics related to the fundamentals of religion and to explain the  
. therein doctrinal deviations

Enabling students to acquire knowledge and understanding of the most –A4  
sources and references for studying Islamic education and the science important  
. deviant manner–of the principles of religion in a moderate and non

#### Objectives - B Marathi Specific to the course.

Compares the topics presented for study in a purposeful academic and –B1  
. manner scientific

. Analyzes the relevant topics and explains their causes - B2

lamic Writing a paper or research on any topic from the topics of Is - B3  
. education

He gathers and studies information on the most famous intellectual and –B4  
. topics fundamental

### Teaching and learning methods

- To provide students with the basics and topics related to the course content.
- Explanation and explanation of the course material by the instructor
- Students are required to visit the library and review the sources for studying . Islamic education and the fundamentals of religion
- in additional knowledge Improving students' skills by visiting websites to ga . about Islamic education
- Using methods of presentation, lecture, questioning and discussion in some topics . that require the method of discussion

### Assessment methods

- Daily tests with specific questions.
- Grades are assigned for homework and class participation
- Students are assigned research projects in Islamic education and the . and grades are assigned for them , fundamentals of religion
- Monthly tests with objective and essay questions

based objectives–and value Affective - C

To interpret and analyze the topics of Islamic education and the –A1  
. religion fundamentals of

It differentiates between the nature of Islamic subjects and the differences - 2 Par  
. in sciences

. texts and information correctly Islamic He evaluates some –A3

the religious sciences to gain benefit, especially in the subject He compares –Q4  
. religion of Islamic education and the science of the foundations of

### Teaching and learning methods

- A method for solving problems.

- Brainstorming
- Simulation -3

### Assessment methods

- The written exam measures the student's ability to think, analyze, and deduce.
  - The request was to make comparisons between different religious topics
  - depth – Writing research papers on Islamic and fundamentalist topics requires in-depth studies and research
  - Daily exams with questions that require critical thinking and deduction
- other skills related to employability and personal ) General and transferable skills - D development).
- **connotations** Uses contemporary sources, references, terminology, and –D1
- Forming groups of students to study contemporary subject matter topics in –2
- **them** order to reach scientific and objective conclusions regarding
- To benefit from relevant research centers and libraries that contain –3
- in them in expanding knowledge and fundamental books in order to benefit from
- **papers** writing research
- Utilizing the internet and relevant government departments and -4 D
- institutions to increase and disseminate students' knowledge

### Course structure

| Week | Hours | Required learning outcomes                                                            | Topic Name /                                                         | Teaching method                        | Evaluation Method                            |
|------|-------|---------------------------------------------------------------------------------------|----------------------------------------------------------------------|----------------------------------------|----------------------------------------------|
| 1    | 2     | Enabling students to know and understand The extent to which the mind is incapable of | In explaining the human mind's need for prophetic and the , guidance | - Delivery or lecture<br>Interrogation | 1- Daily tests<br>With questions<br>Specific |

|   |   |                                                                                                                                                                  |                                                                                                                                                                                                               |                                                                     |                                                                                                                                          |
|---|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------|
|   |   | comprehending unseen matters without prophets . and messengers                                                                                                   | role and mission of . prophethood                                                                                                                                                                             | Problem - solving                                                   | Class -2 participation in preparing the lecture<br><br>paper Write a -3 on the topic                                                     |
| 2 | 2 | Enabling students to know and understand The meaning of Prophet and Messenger and the . difference between them                                                  | Definition of Prophet and Messenger in language and . terminology                                                                                                                                             | - Delivery or lecture<br><br>Interrogation<br><br>Problem - solving | 1- Daily tests<br>With questions<br>Specific<br><br>Class -2 participation in preparing the lecture<br><br>Write a paper -3 on the topic |
| 3 | 2 | To enable students to know and understand that prophecy is only granted by God Almighty and that prophets are human beings like us, and this has . many benefits | Prophethood is a selection and choice from God Almighty, the humanity of the messengers and phets, the benefits pro of the occurrence of human characteristics of the prophets, the mission . of the prophets | delivery or lecture<br><br>Interrogation<br><br>Problem - solving   | 1- Daily tests<br>With questions<br>Specific<br><br>Class -2 participation in preparing the lecture<br><br>Write a paper -3 on the topic |
| 4 | 2 | Assessing students' levels                                                                                                                                       | . The first exam                                                                                                                                                                                              |                                                                     |                                                                                                                                          |
| 5 | 2 | To enable students to know, understand, and explain the meaning of the Holy Quran and the difference between it and .other holy books                            | The Holy Quran and . other holy books                                                                                                                                                                         | delivery or lecture<br><br>Interrogation<br><br>Problem - solving   | 1- Daily tests<br>With questions<br>Specific<br><br>Class -2 participation in preparing the lecture                                      |

|    |   |                                                                                                                                       |                                                                        |                                                                   |                                                                                                                                                |
|----|---|---------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
|    |   |                                                                                                                                       |                                                                        |                                                                   | Write a paper -3<br>on the topic                                                                                                               |
| 6  | 2 | Enabling students to know and understand The characteristics of the prophets, so that they are not confused with other . human beings | The characteristics of prophets and . messengers                       | delivery or lecture<br><br>Interrogation<br><br>Problem - solving | 1- Daily tests<br>With questions<br>Specific<br><br>Class -2<br>participation in preparing the lecture<br><br>Write a paper -3<br>on the topic |
| 7  | 2 | Enabling students to know and understand the meaning of revelation and the ways in which it is . revealed                             | Revelation in language and terminology, how revelation is revealed .   | delivery or lecture<br><br>Interrogation<br><br>Problem - solving | 1- Daily tests<br>With questions<br>Specific<br><br>Class -2<br>participation in preparing the lecture<br><br>Write a paper -3<br>on the topic |
| 8  | 2 | Assessing students' levels                                                                                                            | Second exam                                                            |                                                                   |                                                                                                                                                |
| 9  | 2 | To enable students to know and understand the meaning of a miracle, its conditions, and to whom . it applies                          | The miracle in language and terminology, the conditions of a . miracle | delivery or lecture<br><br>Interrogation<br><br>Problem - solving | 1- Daily tests<br>questions With<br>Specific<br><br>Class -2<br>participation in preparing the lecture<br><br>Write a paper -3<br>on the topic |
| 10 | 2 | To enable students to know and understand the                                                                                         | The miracle of the Prophet, peace and                                  | delivery or                                                       | 1- Daily tests<br>With questions                                                                                                               |

|    |   |                                                                                                                                                                              |                                                                                                            |                                                                         |                                                                                                                                                      |
|----|---|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11 | 2 | miracle of the Prophet,<br>peace and blessings be<br>upon him, which is the<br>. Holy Quran                                                                                  | blessings be upon<br>. him                                                                                 | lecture<br><br>Interrogation<br><br>Problem -<br>solving                | Specific<br><br>Class -2<br>participation in<br>preparing the<br>lecture<br><br>Write a paper -3<br>on the topic                                     |
| 11 | 2 | To enable students to<br>know and understand the<br>Day of Judgment, its<br>. signs, and to believe in it                                                                    | The ruling on belief<br>in the Day of<br>. Judgment                                                        | delivery or<br>lecture<br><br>Interrogation<br><br>Problem -<br>solving | 1- Daily tests<br>With questions<br>Specific<br><br>Class -2<br>participation in<br>preparing the<br>lecture<br><br>Write a paper -3<br>on the topic |
| 12 | 2 | Assessing students' levels                                                                                                                                                   | Third exam                                                                                                 |                                                                         |                                                                                                                                                      |
| 13 | 2 | To enable students to<br>know and understand<br>repentance, the<br>knowledge of the unseen,<br>and that it is exclusively<br>God Almighty's domain,<br>. without anyone else | Repentance has its<br>rulings and<br>conditions; the<br>knowledge of the<br>Hour is with God<br>. Almighty | delivery or<br>lecture<br><br>Interrogation<br><br>Problem -<br>solving | 1- Daily tests<br>With questions<br>Specific<br><br>Class -2<br>participation in<br>preparing the<br>lecture<br><br>Write a paper -3<br>on the topic |
| 14 | 2 | Enabling students to<br>know and understand the<br>images that are blown<br>. into and who does that                                                                         | Blowing into the<br>. trumpet                                                                              | delivery or<br>lecture<br><br>Interrogation<br><br>Problem -<br>solving | 1- Daily tests<br>With questions<br>Specific<br><br>Class -2<br>participation in<br>preparing the                                                    |

|    |   |                                                                                                           |                                                            |                                                                   |                                                                                                                                                |
|----|---|-----------------------------------------------------------------------------------------------------------|------------------------------------------------------------|-------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|
|    |   |                                                                                                           |                                                            |                                                                   | lecture<br><br>Write a paper -3<br>on the topic                                                                                                |
| 15 | 2 | Enabling students to know and understand Heaven and Hell and to describe the state of their . inhabitants | Paradise and Hell and a description of . their inhabitants | delivery or lecture<br><br>Interrogation<br><br>Problem - solving | 1- Daily tests<br>With questions<br>Specific<br><br>Class -2<br>participation in preparing the lecture<br><br>Write a paper -3<br>on the topic |

#### • Infrastructure

There is no prescribed textbook; rather, there are . terms of reference according to the sector

The Fundamentals of the Islamic Religion" by " Abdul Rahman Qahtan .Rushdi Alian and Dr .Dr .

1. Required textbooks

2. ( sources ) Main references

|                                                                                                                                                                                                                             |                                                                              |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• The Holy Quran.</li> <li>• Books of interpretation and the noble . Prophetic traditions</li> <li>• / Journal of the College of Islamic Sciences . University of Baghdad</li> </ul> | a) Recommended books and , scientific journals ) references (reports ( ...., |
| <a href="http://www.nourallah.com/directory">www.nourallah.com/directory</a><br><a href="http://www.al-islam.com/">www.al-islam.com/</a><br><a href="http://www.montalq.com">www.montalq.com</a>                            | websites , b) Electronic references<br>...                                   |

## Course Description

|                                                                             |                                                   |
|-----------------------------------------------------------------------------|---------------------------------------------------|
| <ul style="list-style-type: none"> <li>• Educational institution</li> </ul> | college University of - Basic Education<br>Diyala |
|-----------------------------------------------------------------------------|---------------------------------------------------|

|                                                                                                                                                                                                                                                                                                                                                                   |                                           |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------|
| • Scientific Department / Center                                                                                                                                                                                                                                                                                                                                  | Geography / Cultural Materials Department |
| • Code / Name                                                                                                                                                                                                                                                                                                                                                     | / General EnglishUniv1105                 |
| • Available forms of attendance                                                                                                                                                                                                                                                                                                                                   | mandatory                                 |
| • Year / Semester                                                                                                                                                                                                                                                                                                                                                 | First / Second                            |
| • of study Total number hours                                                                                                                                                                                                                                                                                                                                     | hours 45                                  |
| • Date this description was prepared                                                                                                                                                                                                                                                                                                                              | 2025/12/15                                |
| • Course Objectives                                                                                                                                                                                                                                                                                                                                               |                                           |
| <p><b>The course aims to develop the student's language skills, their scientific research methods, enhance their improve .literary style, and empower them in side cognitive And scientific and Educational Developing the student's personality By focusing on building the student's character . through educational and cultural lessons and materials</b></p> |                                           |

- Course Outcomes Methods of teaching, learning, and assessment

Cognitive objectives - A

language skills **basic** Enabling the student to acquire –A1

through discussion **skills** Developing conversation –A2

Developing writing skills through activities inside and outside the –A3  
 . classroom

ability to express oneself literarily **the** Developing –A4

scientific research method **Developing the** –A5

–A6

B- Objectives Marathi Specific to the course.

Improving the student's language skills - B1

research method **scientific** Developing the –B2

ability to express oneself **the** Improving –B3

**declining** Writing skills are –B4

Teaching and learning methods

material is presented in a modern, colloquial style, and the The  
 .discussion method is used in presenting the material

## Assessment methods

Oral tests -1

Written tests -2

Activities and Research -3

C- based objectives–Affective and value

educational goals on Focus –A1

scientific objectives Consolidating –C2

cognitive objectives Developing –C3

goals Consolidating general humanitarian –C4

## Teaching and learning methods

The educational material is presented in a modern style using modern  
.while also providing an opportunity for discussion ,technologies

## Assessment methods

Oral questions -1

Written questions -2

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

skills Developing basic language -1

skills writing Developing speaking and -2

personality Developing the student's -3

method Developing the scientific research -4

• Curriculum Development Plan

teaching staff, Reviewing periodicals, websites , workshops, training for -1  
and participating in specialized seminars with all other institutions

• Infrastructure

Rapid review of  
English grammar

1. Required textbooks

Developing skills by-  
Alexander LG

2. ( sources ) Main references

|                                       |                                                                                   |
|---------------------------------------|-----------------------------------------------------------------------------------|
| Developing skills by-<br>Alexander LG | a) Recommended books and<br>references( , scientific journals<br>(reports ( ...., |
|                                       | , b) Electronic references<br>... websites                                        |

## Course Description

|                                                                                                                                                                                                                                                   |                                              |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| • Educational institution                                                                                                                                                                                                                         | College of Basic Education                   |
| • / Scientific Department<br>Center                                                                                                                                                                                                               | Geography Department / Educational Materials |
| • Code / Name                                                                                                                                                                                                                                     | / Developmental Psychology Coll 1203         |
| • Available forms of<br>attendance                                                                                                                                                                                                                | mandatory                                    |
| • Year / Semester                                                                                                                                                                                                                                 | First / Second                               |
| • of study number Total<br>hours                                                                                                                                                                                                                  | hours 30                                     |
| • Date this description was<br>prepared                                                                                                                                                                                                           | 2025/12/15                                   |
| • Course Objectives<br><br>• Enlightening the students The concept of developmental psychology, its<br>importance and objectives<br>2- Equipping students with the ability to understand the growth requirements at each<br>. developmental stage |                                              |

- . Students' mastery of the concepts of some growth theories
- Increasing students' awareness of the greatness of the Creator regarding the stages . of growth in the Holy Quran
- To equip students with the qualities of an educator capable of raising and nurturing a righteous generation through learning the principles and methods of . developmental psychology

## 10. Course outcomes, teaching and learning methods, and assessment

Cognitive objectives - A

To enable students to acquire knowledge and understanding of the - A1  
psychology basic concepts of developmental

Enabling students to acquire knowledge and understanding of the -A2  
growth principles and laws that govern aspects of

Enabling students to acquire knowledge and understanding of the -A3  
stages factors affecting growth in its various

Enabling students to acquire knowledge, understanding, analysis and -A4  
sperm stage to human development from the of interpretation of the stages  
after birth and even death

Enabling students to acquire knowledge and understanding of the -A5  
psychology most important sources for developmental

Objectives - B Marathi Specific to the course.

that govern growth Analyzing the principles and laws -1

The ability to distinguish between the manifestations of growth and each -2  
of its stages

Acquiring the skill of identifying the factors that influence growth - 3

Evaluates the characteristics of each developmental stage -4

It gathers information about the most important growth requirements at -5  
each stage of growth

### Teaching and learning methods

Giving or lecturing -1

Interrogation -2

Solving-Discussion and problem -3

Students are required to visit the library and the international information  
network

### Assessment methods

1. Educational applications.

Individual and group research papers .2

homework questions related to the subject matter ) Daily tests .3

objective and essay ) Monthly written tests .4

based objectives–Affective and value - C

information, , Developing students' awareness of the basic knowledge -1

and concepts of developmental psychology

Students' understanding of the developmental characteristics of the -2

growth stages

Students showing interest in developmental psychology topics and -3

learning–taking responsibility for self

ogy in Students' appreciation of the role of developmental psychol -4

solving and guiding educational problems in childhood and adolescence

#### Teaching and learning methods

- Problem solving
- brainstorming
- Simulation

#### Assessment methods

1. Oral tests .

( homework questions related to the subject matter ) Daily tests .2

Individual and group research papers .3

objective and essay ) Monthly written tests .4

- other skills related to employability and personal ) General and transferable skills - D (development).
1. To enable the student to write short individual and group research papers in the fields of developmental psychology
  2. Enabling the student to write educational research reports on some problems in the childhood and adolescence stages
  3. Enabling the student to master effective communication skills between peers and the course instructor
  4. Enabling the student to write a list of the most important requirements for each stage of development
  5. Developing skills in growth care methods
  6. Analyzing the educational and behavioral problems he will face as a teacher in the future and developing appropriate solutions for them

### Course structure

| Week      | Hours | Required learning outcomes                                                                                                           | Topic Name /                                                                                      | Teaching method                                 | Evaluation Method |
|-----------|-------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------|-------------------|
| the first | 3     | To enable students to understand how developmental psychology emerged and evolved, and to identify key concepts<br><br>Developmental | Developmental psychology:<br><br>Its origin, development, and definition<br><br>The importance of | delivery<br><br>Interrogation<br><br>discussion | Daily tests       |

|            |   |                                                                                                                                                    |                                                                                                                                |                                               |                                                                                     |
|------------|---|----------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------|-------------------------------------------------------------------------------------|
|            |   | psychology and its importance from a theoretical and practical perspective, and for parents, teachers, and .society                                | studying it, the meaning of growth , maturity, and development                                                                 |                                               |                                                                                     |
| the second | 3 | Enabling students to identify the most important factors affecting all aspects of human development                                                | Factors affecting growth <ul style="list-style-type: none"> <li>• genetic factors</li> <li>• Environment al factors</li> </ul> | Presentation and discussion                   | Class participati on                                                                |
| the third  | 3 | Enabling students to analyze the principles and laws that govern aspects of growth                                                                 | General characteristics of growth                                                                                              | Discussion and questioning<br>Problem solving | Writing short research papers<br><br>Or individual or group reports on the subject  |
| Fourth     | 3 | Enabling students to analyze Physical growth The motor and stages linguistic Different growth And the factors that influence . it                  | Physical growth<br>Motor and linguistic development at different stages of growth                                              | Presentation, discussion, and questioning     | Daily tests                                                                         |
| Fifth      | 3 | Enabling students to understand the concept emotional and social of development, the stages of growth, and the role parents And the teachers in it | Emotional and social development at different stages of growth                                                                 | Discussion and questioning<br>Problem solving | Writing short research papers<br><br>Or individual oup or gr reports on the subject |
| Sixth      | 3 | Enabling students to comprehension The congenital growth of the                                                                                    | congenital growth<br>For the stages of . growth                                                                                | Discussion and questioning                    | Class participati on                                                                |

|            |                   |                                                                                                                                     |                                                                                                  |                                                     |                                                                                    |
|------------|-------------------|-------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|-----------------------------------------------------|------------------------------------------------------------------------------------|
| Seventh    |                   | growth stages                                                                                                                       |                                                                                                  |                                                     |                                                                                    |
|            |                   |                                                                                                                                     | a test                                                                                           | First month                                         |                                                                                    |
| Eighth     | 3                 | comprehension Students' theoretical concepts Piaget mental growth in                                                                | Piaget theory                                                                                    | Presentation, questioning, and discussion           | Class participation                                                                |
| Ninth      | 3                 | comprehension Students' understanding of Erikson's theoretical concepts in social growth                                            | theory Erikson's                                                                                 | Presentation, questioning, and discussion           | Daily tests                                                                        |
| tenth      | 3                 | comprehension Students' theoretical concepts Kohlberg Moral growth in                                                               | Kohlberg theory                                                                                  | Presentation, questioning, and discussion           | Class participation                                                                |
| eleventh   | 3                 | Students' knowledge and understanding of puberty, adolescence, and the changes that accompany them                                  | Puberty, adolescence, <b>changes</b> and physical And emotional And the has ( mentality          | Presentation, questioning, and discussion           | Daily tests                                                                        |
| twelfth    | 3                 | Designing a plan to address cent developmental adoles problems by exploring their causes, prevention methods, and treatment options | Behavioral manifestations Social issues are among the most significant problems facing teenagers | Presentation and questioning<br><br>Problem solving | Writing short research papers<br><br>Or individual or group reports on the subject |
| thirteenth | Second month test |                                                                                                                                     |                                                                                                  |                                                     |                                                                                    |

|            |                                                         |
|------------|---------------------------------------------------------|
| fourteenth | Discussion of individual and group research and reports |
| fifteenth  | General review                                          |

| • Infrastructure                                                                   |                                                                                                                                                                                                                                                                                                               |
|------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1- Required textbooks                                                              |                                                                                                                                                                                                                                                                                                               |
| 2- ( sources ) Main references                                                     | <ul style="list-style-type: none"> <li>• Rimawi, –Mohammed Awda Al<br/>Childhood ) Developmental Psychology<br/>and Adolescence)</li> <li>Child , Zubaidi and others–Abdul Jalil Al -2<br/>Psychology</li> <li>Hamed Abdel Salam Zahran, -3<br/>. Developmental Psychology</li> <li>Other books -4</li> </ul> |
| a) Recommended books and<br>scientific journals ) references<br>(reports , ( ...., | <ul style="list-style-type: none"> <li>• Hamed Abdel Salam Zahran,<br/>knowledge Growth of the psyche<br/>Journals of educational and psychological -2<br/>research</li> <li>Journals of Psychological Studies -3</li> </ul>                                                                                  |
| , b) Electronic references<br>... websites                                         | Utilize educational websites related to<br>course topics                                                                                                                                                                                                                                                      |

## Course description template

### Course Description

|                                                                                          |                                                                          |
|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| • <b>Educational institution</b>                                                         | university College of Basic Education / Diyala                           |
| • <b>Scientific Department / Center</b>                                                  | Mathematics / Science Department                                         |
| • <b>Course Name/Code</b>                                                                | / Principles of Education Coll 1204                                      |
| • <b>Available forms of attendance</b>                                                   | mandatory                                                                |
| • <b>Semester/Year</b>                                                                   | First / Second                                                           |
| • <b>Total number of study hours</b>                                                     | hours 45                                                                 |
| • <b>Date this description was prepared</b>                                              | 2025/12/15                                                               |
| • <b>the academic year, the student will be Course objectives: By the end of able to</b> |                                                                          |
|                                                                                          | • Definition of education                                                |
|                                                                                          | • Lists the goals of education                                           |
|                                                                                          | • It compares the historical origins of education                        |
|                                                                                          | • Islamic education and Islamic –He distinguishes between pre .education |
|                                                                                          | • figures in educational thought He mentions the most importan           |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li>• .It explains the philosophical foundations of education</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• .I am comparing intentional and unintentional parenting</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <ul style="list-style-type: none"> <li>• <b>Course outcomes, teaching and learning methods, and assessment</b></li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>Cognitive objectives –A</b></p> <p>Understanding A.1 Knowledge and</p> <p>Enabling students to acquire knowledge and understanding of the meaning –A2<br/>education and goals of</p> <p>Enabling students to acquire knowledge and understanding of the principles –A3<br/>education of</p> <p>Understanding of the leading Enabling students to acquire knowledge and unde –A4<br/>thought figures of educational</p> <p>Enabling students to acquire knowledge and understanding of the intended –A5<br/>education and unintended principles of</p> |
| <p><b>Objectives –B Marathi Specific to the course.</b></p> <p>education Lists the goals of –B1</p> <p>education Distinguish between the historical origins of –B2</p> <p>education Spartan Compare ethnic education and –B3</p> <p>. Analyzes the philosophical foundations of education - B4</p> <p>Writing a paper or research on any topic within the field of educational –B5<br/>. thought</p> <p>education Islamic education and Islamic–Gathers information about pre –B6</p>                                                                       |

philosophy Distinguish between types of –B7

education Compares the principles of intentional and unintentional –B8

### Teaching and learning methods

1- the fundamentals and topics related to the principles of Providing students with education

Clarification and explanation of the course material .2

.Students should be asked to visit the library and consult educational resources .3

websites to gain additional knowledge of Improving students' skills by visiting .4  
. educational principles

Using methods of lecturing, questioning, and discussion in some topics that -5  
. require the method of discussion

### Assessment methods

1. Daily tests with specific questions

. Assigning grades for homework and class participation -2

Assigning students to complete research papers and reports on the principles of -3  
. education

. Monthly tests with objective and essay questions -4

### based objectives–Affective and value –C

To understand the importance of studying the historical origins of –A1  
. education

educational thought in It applies the educational views of leading figures –C2

activities some He conducts –C3

unintentional It compares the methods and approaches of intentional and –C4  
. education

### **Teaching and learning methods**

- **.Using the presentation method**
- **.Drawing diagrams and illustrations**
- **.Brainstorming method**

### **Assessment methods**

The analytical exam to measure the student's ability to think, analyze, and –  
.deduce

Request to make comparisons between different types of philosophies –

Writing research papers on educational phenomena and problems

. Daily tests with questions that require intellectual and deductive reasoning –

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

**.Skills in using references and terminology –D1**

**.Skills in collecting and analyzing data on the subject –D2**

**.Skills in utilizing available resources –D3**

**.Skills in making comparisons about the topic –D4**

**.D5 Skills in developing specific concepts about the subject**

| • Course structure |       |                                                                                   |                                                         |                            |                      |
|--------------------|-------|-----------------------------------------------------------------------------------|---------------------------------------------------------|----------------------------|----------------------|
| Week               | Hours | Required learning outcomes                                                        | Unit/Topic Name                                         | Teaching method            | Evaluation Method    |
| 1                  | 2     | Understanding the goals of concept and education                                  | The meaning and goals of education                      | Discussion and questioning | Formative assessment |
| 2                  | 2     | Understanding education in primitive times                                        | Historical origins of education                         | Discussion and questioning | Formative assessment |
| 3                  | 2     | Getting acquainted with education in the valley and , Mesopotamia Nile the valley | Historical origins of education                         | Discussion and questioning | Formative assessment |
| 4                  | 2     | Learn about the Chinese and Greek educational systems                             | Historical origins of education                         | Discussion and questioning | Formative assessment |
| 5                  | 2     | <b>First month exam: essay test</b>                                               |                                                         |                            |                      |
| 6                  | 2     | -It compares pre Islamic and Islamic .education                                   | Historical origins of education                         | Discussion and questioning | Formative assessment |
| 7                  | 2     | Understanding the educational views of Ibn ,Ibn Khaldun Ghazali-Sina, and Al      | Leading figures in Arab and Islamic educational thought | Discussion and questioning | Formative assessment |

|    |   |                                                                       |                                         |                              |                      |
|----|---|-----------------------------------------------------------------------|-----------------------------------------|------------------------------|----------------------|
| 8  | 2 | Understanding the educational views of both Rousseau and Dewey        | Western educational thought pioneers    | Discussion and questioning   | Formative assessment |
| 9  | 2 | Understanding the educational views of Socrates, Plato, and Aristotle | Greek educational thought               | Discussion and questioning   | Formative assessment |
| 10 | 2 | Understanding the philosophy and functions of education               | Philosophical Foundations of Education  | Discussion and questioning   | Formative assessment |
| 11 | 2 | Understanding the philosophy of ideal education                       | Philosophical Foundations of Education  | Discussion and questioning   | Formative assessment |
| 12 | 2 | Understanding the philosophy of realism education                     | Philosophical Foundations of Education  | and discussion interrogation | Formative assessment |
| 13 | 2 | Understanding the philosophy of pragmatic education                   | Philosophical Foundations of Education  | Discussion and questioning   | Formative assessment |
| 14 | 2 | He compares school education and -Non upbringing school               | Intentional and unintentional education | Discussion and questioning   | Formative assessment |

|    |   |                            |
|----|---|----------------------------|
| 15 | 2 | Article Second month exams |
|----|---|----------------------------|

|                                                                                  |                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <ul style="list-style-type: none"> <li><b>Infrastructure</b></li> </ul>          |                                                                                                                                                                                                                     |
| <b>1. Required textbooks</b>                                                     | <b>nothing</b>                                                                                                                                                                                                      |
| <b>2. references Main (sources)</b>                                              | <b>Saeed , Principles of General Education 2007 ,Ismail Ali</b><br><br><b>Principles of Education, by Tariq 2008 , Abdul Raouf Amer</b><br><br><b>–Philosophy of Education, Maher Al . 1993 ,Jaafari and others</b> |
| <b>a) Recommended books and references: scientific reports ,journals ( ....,</b> | <b>Saeed , Principles of General Education 2007 ,Ismail Ali</b>                                                                                                                                                     |
| <b>b) Electronic references, ...websites</b>                                     | <b>Lectures by educational counselors</b>                                                                                                                                                                           |

## Course description template

|                                                                     |                                                    |
|---------------------------------------------------------------------|----------------------------------------------------|
| 2. Department / Scientific Center                                   | Geography                                          |
| 3. Course Name/Code                                                 | / Aerial Image Analysis and Remote SensingGeo 1301 |
| 4. Available forms of attendance                                    | mandatory                                          |
| 5. Semester/Year                                                    | First/First                                        |
| 6. number of study hours Total                                      | hours 30                                           |
| 7. Date this description was prepared                               | 2025/12/15                                         |
| 8. Course Objectives                                                |                                                    |
| 1- Students' knowledge of aerial photographs                        |                                                    |
| 2- Students' knowledge of the characteristics of aerial photographs |                                                    |
| 3- Students' knowledge of how to use aerial photographs             |                                                    |
|                                                                     |                                                    |
|                                                                     |                                                    |
|                                                                     |                                                    |
|                                                                     |                                                    |
|                                                                     |                                                    |
|                                                                     |                                                    |
|                                                                     |                                                    |
|                                                                     |                                                    |
|                                                                     |                                                    |

#### 10.assessment outcomes , teaching and learning methods, and Course

Cognitive objectives -A

of aerial Enabling the student to acquire theoretical knowledge -A1 and their components photographs

Enabling the student to acquire knowledge and understanding of -A2 for it classification and the criteria used aerial image

of Enabling the student to acquire knowledge and understanding -A3 aerial photography the most important sources and references for geography

of Enabling the student to acquire knowledge and understanding -A4 the field study

to acquire the knowledge and Enabling the student -A5

|                                                                                                                                                                                                                                                                                                                                              |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>sites aerial image understanding to analyze and interpret<br/>Enabling the student to gain knowledge and understanding about -A6<br/>aerial photographs the development of</p>                                                                                                                                                            |
| <p>.the course specific to based objectives -The skills -B<br/>aerial photographs Special skills in distinguishing between –B1<br/>Special skills in analyzing and interpreting the components of –B2<br/>aerial photographs<br/>aerial photographs Special skills in how to use –B3</p>                                                     |
| <p>Teaching and learning methods</p>                                                                                                                                                                                                                                                                                                         |
| <p>1- giving a presentation lecturing or<br/>2- (Practical demonstration (using the geography lab<br/>3- Students are asked to visit the library and review the resources for<br/>.aerial photographs studying<br/>4- Field study</p>                                                                                                        |
| <p>Assessment methods</p>                                                                                                                                                                                                                                                                                                                    |
| <p>1- Daily tests with specific questions<br/>2- for homework and class participation Assigning grades<br/>3- Monthly tests with objective and essay questions</p>                                                                                                                                                                           |
| <p>based objectives-Affective and value -C<br/>To interpret and analyze maps -A1<br/>To differentiate between the maps of countries in terms of -Q2<br/>.geological formation<br/>of aerial Some famous geographical researchers in the field -A3<br/>evaluate photography<br/>aerial photographs Explains geographical phenomena in -Q4</p> |
| <p>Teaching and learning methods</p>                                                                                                                                                                                                                                                                                                         |
| <p>1- solving method-Problem<br/>2- brainstorming<br/>3- Simulation method</p>                                                                                                                                                                                                                                                               |
| <p>Assessment methods</p>                                                                                                                                                                                                                                                                                                                    |
| <p>1- Written tests to measure the student's ability to think, analyze, and<br/>deduce<br/>2- Writing research papers about some countries, including various<br/>.maps of those countries<br/>3- Daily exams with questions that require critical thinking and<br/>deduction<br/>4- Practical tests in theGIS laboratory</p>                |

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

Uses contemporary sources and references -D1

photographs aerial Forming a group of students to study specific -D2  
to aerial photographs Utilizing state institutions related to -D3  
increase and diversify students' knowledge

Utilizing documentation centers and libraries that contain -D4  
. photographs manuscripts and aerial

## 11.Course structure

| Week | Hours | Required learning<br>To : outcomes<br>enable students<br>to know and<br>understand        | Unit/Topic<br>Name                                                                        | Teaching<br>method | Evaluation<br>Method |
|------|-------|-------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------|--------------------|----------------------|
| 1    | 3     | Overview<br>on Historical<br>The Allergy<br>remote                                        | Overview<br>on Historical<br>The Allergy<br>remote                                        | Lecture            | structural           |
| 2    | 3     | the concept<br>Aerial pictures<br>Air Survey                                              | the concept<br>Aerial pictures<br>Air Survey                                              | Lecture            | structural           |
| 3    | 3     | the Types<br>pictures<br>and Geography<br>The signs<br>On phenomenon<br>it                | the Types<br>pictures<br>and Geography<br>The signs<br>On phenomenon<br>it                | Lecture            | structural           |
| 4    | 3     | the gauge<br>Air pictures                                                                 | the gauge<br>Air pictures                                                                 | Lecture            | structural           |
| 5    | 3     | the explanation<br>Air pictures                                                           | the explanation<br>Air pictures                                                           | Lecture            | structural           |
| 6    | 3     | Methods for<br>determining<br>north                                                       | Methods for<br>determining<br>north                                                       | Lecture            | structural           |
| 7    | 3     | exam                                                                                      | First month<br>exam                                                                       | Lecture            | structural           |
| 8    | 3     | <b>the pictures Uses<br/>For purposes Air<br/>different<br/>:Including<br/>Surface -1</b> | <b>the pictures Uses<br/>For purposes Air<br/>different<br/>:Including<br/>Surface -1</b> | Lecture            | structural           |

|    |   | <b>the earth analysis</b>                                                              | <b>analysis<br/>the earth</b>                          |            |            |
|----|---|----------------------------------------------------------------------------------------|--------------------------------------------------------|------------|------------|
| 9  | 3 | forests study                                                                          | forests study                                          | Lecture    | structural |
| 10 | 3 | cadre survey<br>and projects<br>Engineering                                            | cadre survey<br>and projects<br>Engineering            | Lecture    | structural |
| 11 | 3 | the study<br>Geology                                                                   | the study<br>Geology                                   | laboratory | structural |
| 12 | 3 | exam                                                                                   | Second month<br>exam                                   | Lecture    | structural |
| 13 | 3 | Types to set<br>rocks                                                                  | Types to set<br>rocks                                  | Lecture    | structural |
| 14 | 3 | device<br>and Stroboscope<br>its parts                                                 | device<br>and Stroboscope<br>its parts                 | field      | structural |
| 15 | 3 | directing How to<br>Air the pictures<br>device under<br>Stroboscope<br>points Transfer | a How to<br>Panel job<br>For fee<br>the picture<br>Air | field      | structural |

## 12. Curriculum Development Plan

Adherence to sectoral terminology, use of modern sources and references, and  
.keeping up with scientific output in the field of aerial photography and its programs

## Course description template

### Description Course

|                                                                                                         |                                             |
|---------------------------------------------------------------------------------------------------------|---------------------------------------------|
| 9. Educational institution                                                                              | College of Basic Education                  |
| 10. Department / Scientific Center                                                                      | Geography                                   |
| 11. Course Name/Code                                                                                    | / Geography of Australia in EnglishGeo 1302 |
| 12. Available forms of attendance                                                                       | mandatory                                   |
| 13. Semester/Year                                                                                       | First Year/Second Semester                  |
| 14. number of study Total hours                                                                         | 30                                          |
| 15. Date this description was prepared                                                                  | 2025/12/15                                  |
| 16. To ensure the student is familiar with the following : Course objectives :concepts                  |                                             |
| 1. and the and the area And the site of naming Understanding the concept -1<br>continent borders of the |                                             |

|                                                                                                                                                                   |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| And the Geology between structures Training students to distinguish –2<br>of the continent topography                                                             |
| To accustom students to using the information acquired from the topic of soil –3<br>in other geographical studies                                                 |
| and cultural wealth of students by encouraging them To increase the scientific –4<br>to memorize and apply some information related to the continent of Australia |
|                                                                                                                                                                   |
|                                                                                                                                                                   |
|                                                                                                                                                                   |
|                                                                                                                                                                   |
|                                                                                                                                                                   |
|                                                                                                                                                                   |

### 13.outcomes , teaching and learning methods, and assessment Course

Cognitive objectives -A  
 acquire knowledge and understanding of the general Enabling students to -1  
 .framework of geography  
 and understanding of the general Enabling students to acquire knowledge -A2  
 framework of physical geography  
 l and understanding of continenta To enable students to gain knowledge -A3  
 geography

Students should develop .the course specific to based objectives -The skills -B  
 skills in the following concepts  
 Writes a research paper, and writes research and studies in the field of the -B1  
 topography of the Australian continent  
 and wealth Mining , (Agriculture ) Economic the activity Write a report on -B2  
 ( and tourism) Transportation , commerce, Industry , mineral  
 The plant and regions natural plants Students learn to distinguish between -B3  
 of the continent life

### and learning methods Teaching

At the beginning of the semester, students are informed of the course syllabus  
 University theses) and .(and information sources (related books, periodicals, etc  
 essment the distribution of topics across the weeks of the semester, and the ass  
 :methods that will be followed, as follows  
 Prepare the lectures according to the sequence mentioned in the course .1

.syllabus by using the aforementioned information sources  
 .pare them Informing students about the topic of the next lecture in order to pre .2  
 Students are asked to submit papers relating to one or more of the topics under .3  
 .study

#### Assessment methods

Conduct two semester exams, the first after the fifth week of the semester and .1  
 Each exam will consider the .the second after the eleventh week of the semester  
 mental levels (remembering, understanding, applying, analyzing, synthesizing,  
 and evaluating), with the assessment grade accounting for 40% of the total  
 n into achievement. The student's attendance and daily participation will be take  
 consideration. The assessment grade may be 0% if students do not attend lectures  
 .at all  
 semester exam, which accounts for 60% of the achievement, is -of-The end .2  
 scheduled according to the Ministry's timetable. When setting the questions, the  
 comprehensiveness of the course content and the mental levels (remembering,  
 understanding, applying, analyzing, synthesizing, evaluating) are taken into  
 .consideration

based objectives: that the student be able to-Affective and value -C  
 historical development of the discovery of the continent Evaluate the -1  
 Explains the reasons for the formation of the continent -2  
 Analyzes some of the processes affecting the shape of the continent -3

#### Teaching and learning methods

Lecture or presentation -1  
 Interrogation -2  
 Discussion -3

#### Assessment methods

It is implicitly included in the course evaluation processes that take place during  
 .and at the end of the semester  
 -1 Using assessment through objective tests  
 -2 laboratory tests in the geography some applied Using

other skills related to employability and ) General and transferable skills -D  
 .(personal development  
 Enabling students to write a research paper about the continent of Australia -1  
 processes affecting Developing students' ability to analyze the factors and -2  
 the formation of the continent's shape  
 Enabling students to use maps, graphs, and diagrams in analyzing topics -3

related to the geology of continents

#### 14.Course structure

| Week | Hours | Required learning<br>To enable : outcomes<br>know and students to<br>understand the<br>:following | Unit/Topic Name                                                                 | Teaching<br>method                      | Evaluati<br>on<br>Method                        |
|------|-------|---------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------|-----------------------------------------|-------------------------------------------------|
| 1    | 2     | and And the site Naming<br>and borders the area                                                   | And the site Naming<br>and and the area<br>borders                              | Lecture                                 | Class<br>participa<br>tion and<br>daily<br>quiz |
| 2    | 2     | and Geology Structure<br>terrain                                                                  | and Geology Structure<br>terrain                                                | Lecture<br>and<br>questionin<br>g       | Class<br>participa<br>tion and<br>daily<br>quiz |
| 3    | 2     | and regions climate<br>climatic                                                                   | and regions climate<br>climatic                                                 | Lecture<br>and<br>discussion            | Class<br>participa<br>tion and<br>daily<br>quiz |
| 4    | 2     | and regions natural plant<br>Botanicals                                                           | and natural plant<br>Botanicals regions                                         | Lecture                                 | Class<br>participa<br>tion and<br>daily<br>quiz |
| 5    | 2     | , Water Resources<br>Its importance Types<br>and its distribution<br>geographer                   | , Water Resources<br>Its importance Types<br>and its distribution<br>geographer | Presentati<br>on and<br>discussion      | Class<br>participa<br>tion and<br>daily<br>quiz |
| 6    | 2     | First month exam                                                                                  | First month exam                                                                |                                         |                                                 |
| 7    | 2     | continent population                                                                              | continent population                                                            | Presentati<br>on and<br>questionin<br>g | Class<br>participa<br>tion and<br>daily<br>quiz |
| 8    | 2     | ) Economic Activity<br>(Agriculture                                                               | ) Economic Activity<br>(Agriculture                                             | Presentati<br>on and<br>discussion      | Class<br>participa<br>tion and<br>daily<br>quiz |

|    |   |                                                                                     |                                                                                               |                                |                                     |
|----|---|-------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------|--------------------------------|-------------------------------------|
| 9  | 2 | Mining Economic Activity , mineral and wealth , commerce, Industry                  | Economic Activity and wealth Mining Industry , mineral , commerce, and Transportation tourism | Presentati on and discussion   | Class participa tion and daily quiz |
| 10 | 2 | Economic Activity and Transportation tourism                                        | Economic Activity and Transportation tourism                                                  | Presentati on and questionin g | Class participa tion and daily quiz |
| 11 | 2 | Study ( Additional ) For unity Detailed from Selected Political continent countries | Study ( Additional ) For unity Detailed from Selected Political continent countries           | Presentati on and questionin g | Class participa tion and daily quiz |
| 12 | 2 |                                                                                     | Second month exam                                                                             |                                |                                     |
| 13 | 2 | of reports Discussion                                                               | Discussion of reports                                                                         | Presentati on and questionin g | Class participa tion and daily quiz |
| 14 | 2 | Discussion of reports                                                               | Discussion of reports                                                                         | Presentati on and questionin g | Class participa tion and daily quiz |

### 15. Curriculum Development Plan

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

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

## Course description template

|                                                                                                                                                                                                                                                                  |                                              |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| 1. Educational institution                                                                                                                                                                                                                                       | College of Basic Education                   |
| 2. Scientific Department / Center                                                                                                                                                                                                                                | Geography                                    |
| 3. Course Name/Code                                                                                                                                                                                                                                              | / Fundamentals of Physical GeographyGeo 1303 |
| 4. Available forms of attendance                                                                                                                                                                                                                                 | mandatory                                    |
| 5. Semester/Year                                                                                                                                                                                                                                                 | First/First                                  |
| 6. Total number of study hours                                                                                                                                                                                                                                   | hours 30                                     |
| 7. Date this description was prepared                                                                                                                                                                                                                            | 2025/12/15                                   |
| 8. Course Objectives                                                                                                                                                                                                                                             |                                              |
| 1- and understanding of geography, its To provide graduates with knowledge content, schools, teaching methods, and how to use maps and geographic date with -to-information systems to achieve this, and to keep them up .developments in the field of geography |                                              |
| 2- s who possess the necessary teaching Preparing qualified university teacher .skills to teach geography                                                                                                                                                        |                                              |
| 3- Developing scientific attitudes among students, enabling them to enhance .their personal capabilities in their postgraduate studies                                                                                                                           |                                              |
| 4- tools for use in Students were encouraged to develop and create educational .teaching geography                                                                                                                                                               |                                              |
| 5- To equip students with the necessary skills to deal with and solve any . scientific problem in a sound scientific manner                                                                                                                                      |                                              |

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A

| 10.Course outcomes, teaching and learning methods, and assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>objectives Cognitive -A</p> <p>of Enabling the student to acquire knowledge and understanding -A1<br/>the general framework of geography</p> <p>Enabling the student to acquire knowledge and understanding -A2<br/>for the field study</p> <p>of Enabling the student to acquire knowledge and understanding -A3<br/>maps and how to use them</p> <p>of Enabling the student to acquire knowledge and understanding -A4<br/>geographical schools</p> <p>of Enabling the student to acquire knowledge and understanding -A5<br/>ching methodsgeography tea</p> <p>Enabling the student to acquire knowledge and understanding of -A6<br/>the philosophy of geography</p> |
| <p>.related objectives of the course -The skills -B</p> <p>To enable the student to understand geographical phenomena in -B1<br/>and the history of their emergence terms of geological formation</p> <p>Enabling the student to explain the reasons for the appearance of -B2<br/>some natural phenomena and not others, and how they affect human<br/>settlements</p> <p>Enabling the student to interpret and analyze natural maps of -B3<br/>surface features, in addition to the method of using modern Earth's<br/>technologies</p>                                                                                                                                   |
| Teaching and learning methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p>1- lecturing or giving a presentation</p> <p>2- Practical demonstration (using educational tools as available in the<br/>(Geography Department laboratory</p> <p>3- students to use the resources available in the library Encouraging<br/>.and to consult the available physical maps</p> <p>4- Field study</p>                                                                                                                                                                                                                                                                                                                                                         |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Assessment methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 1- Daily, weekly, and monthly tests<br>2- practical application                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| :Affective goals -C<br>scientifically in terms of the To explain geographical phenomena -A1<br>geological formation of the phenomenon<br>To evaluate the research of some distinguished researchers in the -C2<br>field of geography and compare it with existing phenomena<br>per and To interpret natural geographical phenomena through pa -Q3<br>) electronic mapsGIS (<br>To distinguish natural phenomena through colors on the map -Q4                                                      |
| Assessment methods                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| 1- Testing the student's ability through written tests<br>2- The student is tasked with writing research papers related to natural<br>to measure the student's ability to think, phenomena in order<br>.analyze, and draw conclusions<br>3- Practical tests in theGIS lab<br>4- .Daily tests based on posing intellectual and deductive questions                                                                                                                                                  |
| General and transferable skills (other skills related to employability -D<br>.(sonal developmentand per<br>Using modern and reliable sources and references from -D1<br>researchers with outstanding expertise in this geographical field<br>Dividing students into groups to write research papers on a -D2<br>specific phenomenon<br>review state institutions related to the Assigning students to -D3<br>study of natural phenomena<br>Utilizing documentation centers and public libraries -4 |

| 11.Course structure |       |                            |                   |                 |                   |
|---------------------|-------|----------------------------|-------------------|-----------------|-------------------|
| Week                | Hours | Required learning outcomes | Unit/Topic Name   | Teaching method | Evaluation Method |
| the                 | 2     | Introduction to            | The universe, the | The             | Classroom         |

|            |   |                                                      |                                                                                                                                                |                |                                        |
|------------|---|------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------|----------------|----------------------------------------|
| first      |   | Geography                                            | solar system, the planets, meteors and meteorites                                                                                              | cruel          | participation in preparation           |
| the second | 2 | The Origin of the Universe and Theories of Evolution | Theories of Kant and Lylas , continental theory, tidal soronova explosion theory                                                               | The cruel      | Classroom participation in preparation |
| the third  | 2 | Earth's Timeline                                     | The importance of studying the Earth's chronological history, geological eras                                                                  | The cruel      | Classroom participation in preparation |
| Fourth     | 2 | Earth's shape                                        | Earth's circumference, the Earth's flattening and its cause, lines of longitude and latitude                                                   | The cruel      | Classroom participation in preparation |
| Fifth      | 2 | First month exam                                     | All the vocabulary studied in previous weeks                                                                                                   | a test monthly | Participation of all on students       |
| Sixth      | 2 | Earth's rotation                                     | The Earth's rotation, its nature, and its geographical importance<br>The Earth's rotation around the sun and the formation of the four seasons | The cruel      | Classroom participation in preparation |
| Seventh    | 2 | The internal structure of the earth                  | The Earth's layers: the crust, the mantle , .and the core                                                                                      | The cruel      | Classroom participation in preparation |
| Eighth     | 2 | Continents and Oceans                                | The Origin of Continents and Oceans<br>Area of continents and oceans                                                                           | The cruel      | Classroom participation in preparation |
| Ninth      | 2 | Theories of the formation of                         | tetrahydrophobic theory , the theory of                                                                                                        | The cruel      | participation in                       |

|            |   |                       |                                                                                             |                |                                        |
|------------|---|-----------------------|---------------------------------------------------------------------------------------------|----------------|----------------------------------------|
|            |   | continents and oceans | continental drift                                                                           |                | preparation                            |
| tenth      | 2 | Climatic Geography    | Atmospheric components, layers, atmospheric climate elements, factors affecting climate     | The cruel      | Classroom participation in preparation |
| eleventh   | 2 | Second month exam     | All the vocabulary studied in the previous weeks after the first month                      | a test monthly | Participation of all students          |
| twelfth    | 2 | Water Geography       | Water in nature, properties of water, the general water .cycle in nature                    | The cruel      | Classroom participation in preparation |
| thirteenth | 2 | Seas and oceans       | Ocean floor topography, salinity of seas and oceans, tides, ocean currents, ,rivers         | The cruel      | Classroom participation in preparation |
| fourteenth | 2 | groundwater           | The origin and distribution of groundwater, and the natural and human .factors affecting it | The cruel      | Classroom participation in preparation |
| fifteenth  | 2 | Plant and animal life | regions, Plant tropical plants, temperate plants, cold plants                               | The cruel      | Classroom participation in preparation |

## 12. Curriculum Development Plan

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

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

## Course description template

|                                    |                            |
|------------------------------------|----------------------------|
| 9. Educational institution         | Education College of Basic |
| 10. Department / Scientific Center | Geography                  |

|                                               |                              |
|-----------------------------------------------|------------------------------|
| 11. Course Name/Code                          | / Maps and FieldworkGeo 1306 |
| 12. Available forms of attendance             | mandatory                    |
| 13. Semester/Year                             | Second /First                |
| 14. number of study Total hours               | hours 30                     |
| 15. Date this description was prepared        | 2025/12/15                   |
| 16. Course Objectives                         |                              |
| 4- Students' knowledge of maps                |                              |
| 5- Students' knowledge of map characteristics |                              |
| 6- Students' knowledge of how to use maps     |                              |
|                                               |                              |
|                                               |                              |
|                                               |                              |
|                                               |                              |
|                                               |                              |
|                                               |                              |
|                                               |                              |
|                                               |                              |
|                                               |                              |

### 13.outcomes , teaching and learning methods, and assessment Course

Cognitive objectives -A

Enabling the student to acquire theoretical knowledge of the map -A1  
and its components

of Enabling the student to acquire knowledge and understanding -A2  
map classification and the criteria used for it

of Enabling the student to acquire knowledge and understanding -A3  
the most important sources and references for cartography

of Enabling the student to acquire knowledge and understanding -A4  
the field study

d Enabling the student to acquire the knowledge an -A5  
to analyze and interpret the locations of Eurasian understanding  
countries

Enabling the student to gain knowledge and understanding about -A6

|                                                                                                                                                                                                                                                                                                                                        |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| the development of maps                                                                                                                                                                                                                                                                                                                |
| <p>.the course specific to based objectives -The skills -B</p> <p>guishing between mapsSpecial skills in distin –B1</p> <p>Special skills in analyzing and interpreting map components –B2</p> <p>Special skills in how to use maps –B3</p>                                                                                            |
| Teaching and learning methods                                                                                                                                                                                                                                                                                                          |
| <p>5- lecturing or giving a presentation</p> <p>6- (Practical demonstration (using the geography lab</p> <p>7- required to visit the library and consult resources, Students are<br/>.including maps</p> <p>8- Field study</p>                                                                                                         |
| Assessment methods                                                                                                                                                                                                                                                                                                                     |
| <p>3- Daily tests with specific questions</p> <p>4- Assigning grades for homework and class participation</p> <p>5- Monthly tests with objective and essay questions</p>                                                                                                                                                               |
| <p>based objectives-Affective and value -C</p> <p>To interpret and analyze maps -A1</p> <p>To differentiate between the maps of countries in terms of -Q2<br/>.geological formation</p> <p>Some famous geographical researchers in the field of maps -Q3<br/>evaluate</p> <p>phenomena on maps Explains geographical -Q4</p>           |
| Teaching and learning methods                                                                                                                                                                                                                                                                                                          |
| <p>4- solving method-Problem</p> <p>5- brainstorming</p> <p>6- Simulation method</p>                                                                                                                                                                                                                                                   |
| Assessment methods                                                                                                                                                                                                                                                                                                                     |
| <p>5- Written tests to measure the student's ability to think, analyze, and<br/>deduce</p> <p>6- including various ,Writing research papers about some countries<br/>.maps of those countries</p> <p>7- Daily exams with questions that require critical thinking and<br/>deduction</p> <p>8- Practical tests in theGIS laboratory</p> |

|                                                                                                         |
|---------------------------------------------------------------------------------------------------------|
|                                                                                                         |
| other skills related to employability ) General and transferable skills -D<br>(development and personal |

Uses contemporary sources and references -D1

Forming a group of students to study a specific map of one of -D2  
the continents

Utilizing state institutions related to maps to increase and -D3  
diversify students' knowledge

tation centers and libraries that contain Utilizing documen -D4  
manuscripts and geographical maps

#### 14.Course structure

| Week | Hours | Required learning<br>To : outcomes<br>enable students<br>to know and<br>understand | Unit/Topic<br>Name                                                  | Teaching<br>method | Evaluation<br>Method |
|------|-------|------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------|----------------------|
| 1    | 3     | map                                                                                | a The concept of map / its history and development its importance / | Lecture            | structural           |
| 2    | 3     | Criteria used in map classification                                                | Map classification and the criteria used in the classification      | Lecture            | structural           |
| 3    | 3     | Basic components of a map                                                          | Map components                                                      | Lecture            | structural           |
| 4    | 3     | Map scales and methods of representation                                           | Map scale / Types / How to extract distances and areas from a map   | Lecture            | structural           |
| 5    | 3     | Longitude and latitude lines and their benefits in map drawing                     | Longitude and latitude lines and importance their in mapmaking      | Lecture            | structural           |
| 6    | 3     | Methods for determining north                                                      | Methods for determining north                                       | Lecture            | structural           |
| 7    | 3     | exam                                                                               | First month exam                                                    | Lecture            | structural           |
| 8    | 3     | Map projection, its types, and the characteristics of .each type                   | Muscat map Definition / Types                                       | Lecture            | structural           |
| 9    | 3     | The grid and how to read coordinates                                               | Grid grid and coordinate reading                                    | Lecture            | structural           |
| 10   | 3     | How to locate a site on a map                                                      | How to find the location on the                                     | Lecture            | structural           |

|    |   |                                                          |                                                                                    |            |            |
|----|---|----------------------------------------------------------|------------------------------------------------------------------------------------|------------|------------|
|    |   |                                                          | map                                                                                |            |            |
| 11 | 3 | How to draw a sector from a topographic map              | How to draw a section from topographic maps                                        | laboratory | structural |
| 12 | 3 | exam                                                     | Second month exam                                                                  | Lecture    | structural |
| 13 | 3 | Field study and its requirements                         | Field study: its definition, requirements, and objectives in geographical .studies | Lecture    | structural |
| 14 | 3 | Conducting a field study of an agricultural crop         | Field application to study an ) agricultural crop in the (governorate              | field      | structural |
| 15 | 3 | The field study of the distribution of industrial crafts | Field application A study of the) distribution of industrial crafts (in Baquba     | field      | structural |

### 15.Infrastructure

|                   |                                                                            |
|-------------------|----------------------------------------------------------------------------|
| Methodology books | Required textbooks .1                                                      |
|                   | (Main references (sources .2                                               |
|                   | a) Recommended books and scientific journals, ) references ( .reports, etc |
|                   | ,b) Electronic references ...websites                                      |

## Course Description

|                                    |                                          |
|------------------------------------|------------------------------------------|
| 17. Educational institution        | College of Basic Education               |
| 18. Department / Scientific Center | Geography                                |
| 19. Course Name/Code               | / Foundations of Human GeographyGeo 1307 |
| 20. Available forms of attendance  | mandatory                                |
| 21. Semester/Year                  | First Year/First Semester                |

|                                                                                                                                          |                                                    |
|------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------|
| 22. number of study hours                                                                                                                | Total 30                                           |
| 23. Date this description was prepared                                                                                                   | 2025/12/15                                         |
| 24. To ensure the student is familiar with the following : Course objectives :concepts                                                   |                                                    |
| of the natural environment and humans the mutual influence between elements                                                              | Identifying -1                                     |
| the cultural characteristics of advanced societies and developing societies                                                              | Training students to distinguish between -2        |
| To accustom students to using the information acquired from the subject of human in other geographical studies                           | geography -3                                       |
| To increase the scientific and cultural wealth of students by encouraging them to memorize of humankind and the development of the earth | and apply some information related to the topic -4 |
|                                                                                                                                          |                                                    |
|                                                                                                                                          |                                                    |
|                                                                                                                                          |                                                    |
|                                                                                                                                          |                                                    |
|                                                                                                                                          |                                                    |
|                                                                                                                                          |                                                    |

#### 16.teaching and learning methods, and assessment , outcomes Course

##### Cognitive objectives -A

Enabling students to acquire knowledge and understanding of the general framework of human geography -1  
and understanding of the general Enabling students to acquire knowledge -A2  
framework of human geography  
and understanding in the field of Enabling students to acquire knowledge -A3  
human geography

Students should develop .the course specific to based objectives -The skills -B  
skills in the following concepts  
research paper, and writes research and studies in the field of Writes a -B1  
human geography  
natural environments and human adaptation Write a report on the topic of -B2  
to them  
the in and its spread man the topic of homeland Students learn about -B3  
earth

### and learning methods Teaching

At the beginning of the semester, students are informed of the course syllabus University theses) and .(and information sources (related books, periodicals, etc essment the distribution of topics across the weeks of the semester, and the ass :methods that will be followed, as follows

1. Prepare the lectures according to the sequence mentioned in the course .1 syllabus by using the aforementioned information sources
2. prepare them Informing students about the topic of the next lecture in order to .2
3. Students are asked to submit papers relating to one or more of the topics under .3 study

### Assessment methods

1. Conduct two semester exams, the first after the fifth week of the semester and .1 semester. Each exam will consider the the second after the eleventh week of the mental levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating), with the assessment grade accounting for 40% of the total l be taken into achievement. The student's attendance and daily participation will consideration. The assessment grade may be 0% if students do not attend lectures .at all

2. semester exam, which accounts for 60% of the achievement, is -of-The end .2 the ,scheduled according to the Ministry's timetable. When setting the questions comprehensiveness of the course content and the mental levels (remembering, understanding, applying, analyzing, synthesizing, evaluating) are taken into .consideration

-C Affective and value based objectives: that the student be able to  
-1 The student appreciate the efforts of scientists in studying natural environments and human adaptation to them  
-2 Students discuss the problems of Humanity of races  
-3 The students express their opinion on Theories of diversity language  
Religions

### learning methods Teaching and

- 1- Lecture or presentation
- 2- Interrogation
- 3- Discussion

### Assessment methods

It is implicitly included in the course evaluation processes that take place during .and at the end of the semester

- 1 tests Using assessment through objective
- 2 in the geography laboratory (field simulations) Using practical tests

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

Enabling students to write a research paper on landforms -1

Developing students' ability to analyze the factors and processes affecting -2  
 the formation of landforms

Enabling students to use maps, graphs, and diagrams in analyzing -3  
 geomorphological topics

## 17.Course structure

| Week | Hours | Required learning outcomes                                                              | Unit/Topic Name                                                                         | Teaching method              | Evaluation Method                  |
|------|-------|-----------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------|------------------------------------|
| 1    | 2     | The mutual influence between elements of the natural environment and humans             | The mutual influence between elements of the natural environment and humans             | Lecture                      | Class participation and daily quiz |
| 2    | 2     | Natural environments and human adaptation to them                                       | Natural environments and human adaptation to them                                       | Lecture and questioning      | Class participation and daily quiz |
| 3    | 2     | Human economy (human activity and ) (economic occupation primitive economic environment | economy Human (human activity and ) (economic occupation primitive economic environment | Lecture and discussion       | Class participation and daily quiz |
| 4    | 2     | Natural and social conditions (the environment of the simple and commercial (economy    | Natural and social conditions (the environment of the simple and commercial (economy    | Lecture                      | Class participation and daily quiz |
| 5    | 2     | Cultural characteristics of advanced and developing societies                           | Cultural characteristics of advanced and developing societies                           | Presentation and discussion  | Class participation and daily quiz |
| 6    | 2     | First month exam                                                                        | First month exam                                                                        |                              |                                    |
| 7    | 2     | The impact of artistic development on cultural development                              | The impact of artistic development on cultural development                              | Presentation and questioning | Class participation and daily quiz |

|    |   |                                                                                                                                      |                                                                                                                                               |                                         |                                                 |
|----|---|--------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-------------------------------------------------|
| 8  | 2 | the Reconstruction man<br>and man Home -:earth<br>the earth in its spread                                                            | Reconstruction man<br>man Home -:the earth<br>the in and its spread<br>earth                                                                  | Presentati<br>on and<br>discussion      | Class<br>participa<br>tion and<br>daily<br>quiz |
| 9  | 2 | <ul style="list-style-type: none"> <li>- man pedigreed</li> <li>- Humanity Breeds</li> <li>- languages</li> <li>Religions</li> </ul> | <ul style="list-style-type: none"> <li>- man pedigreed</li> <li>- Breeds</li> <li>Humanity</li> <li>- languages</li> <li>Religions</li> </ul> | Presentati<br>on and<br>discussion      | Class<br>participa<br>tion and<br>daily<br>quiz |
| 10 | 2 | human The gathering<br>World population-1                                                                                            | human The gathering<br>World population-1                                                                                                     | Presentati<br>on and<br>questionin<br>g | Class<br>participa<br>tion and<br>daily<br>quiz |
| 11 | 2 | human settlement                                                                                                                     | human settlement                                                                                                                              | Presentati<br>on and<br>questionin<br>g | Class<br>participa<br>tion and<br>daily<br>quiz |
| 12 | 2 | Second month exam                                                                                                                    | Second month exam                                                                                                                             |                                         |                                                 |
| 13 | 2 | State institution                                                                                                                    | State institution                                                                                                                             | Presentati<br>on and<br>questionin<br>g | Class<br>participa<br>tion and<br>daily<br>quiz |
| 14 | 2 | Discussion of reports                                                                                                                | Discussion of reports                                                                                                                         | Presentati<br>on and<br>questionin<br>g | Class<br>participa<br>tion and<br>daily<br>quiz |

#### 18.Infrastructure

|       |                              |
|-------|------------------------------|
| ----- | Required textbooks .1        |
|       | (Main references (sources .2 |

|                                                                                         |                                                                            |
|-----------------------------------------------------------------------------------------|----------------------------------------------------------------------------|
|                                                                                         | a) Recommended books and scientific journals, ) references ( .reports, etc |
| Wikipedia) The free encyclopedia, the official ) website of the Iraqi Geological Survey | b) Electronic references, ...websites                                      |