



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

Program Description Guide Academic and Course Description

2025

2026

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

Quality Assurance and Academic Accreditation Division

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

Signature:

Signature:

Head of Department: Prof. Dr. Eshraq Esaa Abed

Assistant for Scientific Affairs: Prof. Dr. Haider
Abdul-Baqi Abbas

Date: 1 / 10 / 2025

Date: 1 / 10 / 2025

Reviewed by:

Quality Assurance and University Performance Division

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

Date: 1 / 10 / 2025

Signature:

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

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

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

ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ Basic	Morocco	Islamic history															Hist 2315	Second
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ														Basic ÿ		Histraphical continents (New World)	Hist 2316	Second
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ														Basic ÿ		The history of modern Iraq	Hist 2317	Second
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ														Basic ÿ		Century history of Europe (19)	Hist 2318	Second
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ														Basic ÿ		The history of the Umayyad dynasty	Hist 2319	Second
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ														Basic ÿ		The contemporary history of the Third World	Hist 2320	II
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ														Basic ÿ		Arabic III	Univ3112	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ														Basic ÿ ÿ		Computer III	Univ3113	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ	Basic															Research Methods	Coll 3209	Third
	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ														Basic ÿ		TMS	Thirdd 3210	Coll
	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ							ÿ ÿ ÿ ÿ ÿ							Basic ÿ		Measurement and Evaluation	Coll 3211	Third

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ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ Basic Basic ÿ														Arab World History	Hist 3321	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ														The history of the Abbasid state (334-656 AH)	Hist 3330	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ		The modern history of Iraq	Hist 3331	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ		The history of modern Turkey	Hist 3332	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ		Contemporary World History	Hist 3333	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ		Islamic history Petty (Islamic Orient)	Hist 3334	Third
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ		Computer IIII	Univ4114	Fourth
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ ÿ		Arabic IIII	Univ4115	Fourth
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ Basic ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ Basic ÿ														Curricula and textbooks	Coll 4214	Fourth
ÿ															Educational Administration and direction	Coll 4215	Fourth
ÿ	ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ ÿ												Basic ÿ		Application	Fourth 4216 Coll	

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

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

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

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

Phase Three / Chapter Five

Course description template

Course Instructor: Ms. Sawsan Moussa

Course Description: Educational Research Methodology

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

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

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

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

D-1 Skills in using references and terminology. D-2

Skills in collecting and analyzing data on the topic. D-3 Skills in interpreting theorems.

D-4 Comparison-making skills.

D5 Skills in

preparing specific concepts about the subject.

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

Infrastructure

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

Curriculum Development Plan:
Commitment to Sectorality

Course description template

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

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

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

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

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

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

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

Course description template

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

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

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

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

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

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

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

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

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

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

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

Course description template

Course Instructor: Dr. Khaled Turki

Course Description (Philosophy of History)

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

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

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

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

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

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

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

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

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

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

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

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

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

Course description template

Course Instructor: Dr. Hanan Talal Jassim

Course description (Contemporary History of Iran)

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

College of Basic Education	Educational institution
the date	Academic Department /
Contemporary History of Iran 3326 Hist	Center Course Name /
mandatory	Code Available Attendance Forms
Fifth/Third	Semester/Year
30 hours	42 Total Credit Hours Date of Preparation
1/10/2024	of this Description Course 43
	Objectives 44
-15 Enabling students to learn about and understand the most prominent political events that Iran has experienced	

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

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

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

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

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

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

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

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

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

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

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

Course description template

Course Instructor: Prof. Dr. Wajdan Jassim

Course Description (General Teaching Methods)

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

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

Course outcomes, teaching and learning methods, and assessment

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

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

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

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

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Course description template

Course Instructor: Dr. Azhar Ghazi Matar

Course Description (History of Islamic Morocco)

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

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

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

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

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

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

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

Phase Three / Chapter Six Course

Description Template

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

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

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

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

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

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

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

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

Course description template

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

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

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

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

teaching resources include the

required textbooks (and the curriculum, if applicable).

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

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

Course description template

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

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

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

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

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

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

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

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

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

Course description template

Course Instructor: Prof. Dr. Qahtan Hamid Kadhim

Course Description (Contemporary History of Iraq)

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

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

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

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

Writing a paper ³ on the topic.			Iraq's internal and external policies, and the issuance of the parliamentary elections law and its importance.		
		First monthly exam		Sixth 2	
Exams 1 Daily with specific questions. Participation 2 The classroom is preparing for the lecture. Writing a paper. ³ on the topic.	The meeting ¹ or lecture The interrogation B2 Solution 3 Problems	The Mosul Problem of 1924 and its Consequences 6 The Iraqi-British-Turkish Treaty of 1926	To enable students to know, understand, and analyze the Mosul issue between Iraq and Turkey and the provisions of the tripartite Iraqi-Turkish- British treaty of 1926.	2	Seventh
Exams 1 Daily with specific questions. Participation 2 Classroom preparation for the lecture. Writing on page 3. on the topic.	The meeting ¹ or lecture The interrogation B2 Solution 3 Problems	Iraqi Political Parties - 1922 1932 7	To enable students to know and understand the reasons for the emergence of parties in Iraq during the British Mandate, their methods, goals, and most prominent founders, and to evaluate party life in Iraq during the British Mandate period.	2	Eighth
Exams 1 Daily with specific questions. Participation 2 The classroom is preparing for the lecture. Writing a paper. ³ on the topic.	The meeting ¹ or lecture The interrogation B2 Solution 3 Problems	Yatta's intention Iraqi land Qaa The world is fourth 1932 - 1920 1922 Treaty 1 1927 Treaty 2 The 1930 treaty and Iraq's entry into the 3rd League of Nations	To enable students to know and understand the nature of Iraqi-British relations during the British Mandate period and the harsh conditions imposed on Iraq by the treaties between Iraq and Britain, and the position of the national movement regarding those treaties.	2	Ninth
Exams 1 Daily with specific questions. Participation 2 Classroom preparation for the lecture. Writing on page 3. on the topic.	The meeting ¹ or lecture The interrogation B2 Solution 3 Problems	In Iraq, the tourist Development is a special matter. 1933-1958 Iraq during the reign of King Ghazi 1 Iraq Y Z Gha King Tetu. A The political currents in Iraq (Arab Mobile Association, Al-Muthanna Bin Harat Al-Shaibani Club, Al-Ahali Group, Popular Reform Association).	To enable students to know and understand the internal developments in Iraq during the period 1933-1936, from the coronation of King Ghazi as King of Iraq, and the most prominent political currents that emerged on the Iraqi political scene up to the 1936 coup.	2	tenth
Exams 1 Daily with specific questions. Participation 2 The classroom in preparation	The meeting ¹ or lecture The interrogation B2 Solution 3 Problems	Bakr Sidqi's coup in 1936 2 The army's intervention in politics April 1939, Iraq The assassination of King Ghazi 4 3 during World War II 1939-1945 May 1941 Movement 1	To enable students to know and understand the background and causes of the 1936 coup, the circumstances of King Ghazi's assassination in 1939, the May 1941 movement, and the war.	2	eleventh

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

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

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

Course description template

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Educational Institution

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

Course Instructor: Prof. Dr. Azhar Ghazi Matar

Course description (History of Andalusia)

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

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

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

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

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

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

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

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

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

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

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

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

Course Description

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

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

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

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

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

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

D-1 Skills in using references and terminology.

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

D5 Skills in developing specific concepts about the subject.

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