



Academic Program and Course Description for the Department of Geography

2026-2025

University Name:Diyala

Faculty/Institute:College of Basic Education

Scientific Department: Geography

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

Final Certificate Name: Bachelor of Basic Education/Geography

Academic System: quarterly

Description Preparation Date: 2025/10/1

File Completion Date: 2025/12/15

Signature:



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

Date:2025/12/15

Signature:



Scientific Associate Name:Dr.Haidar A.A.

Date:2025/12/15

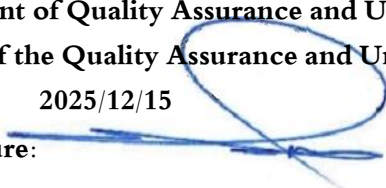
The file is checked by:

Department of Quality Assurance and University Performance

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

Date: 2025/12/15

Signature:



Approval of the Dean

Dr.Aymin A.N.

SECOND STAGE

Course Description Form

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

B2– To enable the student to explain the reasons for the occurrence of some natural phenomena and not others, and how these phenomena affect human settlements.

B3– To enable the student to interpret and analyze natural maps of Earth's surface features, in addition to using modern technologies.

– Affective Objectives:

C1– To explain geographical phenomena scientifically in terms of their geological formation.

C2– To evaluate the research of distinguished researchers in the field of geography and compare it with existing phenomena.

C3– To interpret natural geographical phenomena using paper and electronic (GIS) maps.

C4– To distinguish natural phenomena using colors on the map.

9. Teaching and Learning Strategies

Strategy

The teacher uses teaching strategies according to the educational situation within the classroom, including the presentation strategy and the classroom discussion strategy.

10. Course Structure

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

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

11. Course Evaluation 20–20–60

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

Grade Distribution

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

Final Exam 60

Final Grade 100

12. Learning and Teaching Resources

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

Course Description

1. Educational institution	College of Basic Education
2. Department / Scientific Center	Geography
3. Course Name/Code	/ Soil GeographyGeo 1308
4. Available forms of attendance	mandatory
5. Semester/Year	Second year/Second semester
6. number of study hours Total	30
7. Date this description was prepared	2025/12/15
8. :To ensure the student is familiar with the following concepts : Course objectives	
and its various properties Understanding the concept of soil -1	
Training students to distinguish between types of soil -2	
To accustom students to using the information acquired from the topic of soil -3 in other geographical studies	
students by encouraging them To increase the scientific and cultural wealth of -4 to memorize and apply some information related to the topic of soil	

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

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

Students should develop the course specific to based objectives -The skills -B skills in the following concepts

Writes a research paper, and writes research and studies in the field of soil -B1 geography

s, and their It preserves soil types, their chemical and physical propertie -B2 .geographical distribution

Students learn to distinguish between types of soil -B3

and learning Teaching methods

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

Prepare the lectures according to the sequence mentioned in the course .1

.g the aforementioned information sourcessyllabus by usin

.Informing students about the topic of the next lecture in order to prepare them .2

Students are asked to submit papers relating to one or more of the topics under .3 .study

Assessment methods

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

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

based objectives: that the student be able to-Affective and value -C

Evaluates some types of soil -1

Explains the reasons for soil diversity -2

Analyzes some of the processes affecting the soil -3

methods Teaching and learning

Lecture or presentation -1

Interrogation -2

Discussion -3

Assessment methods

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

- 1 Using assessment through objective tests
- 2 tests in the geography laboratory some applied Using

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

- Enabling students to write a research paper on education -1
- analyze the factors and processes affecting Developing students' ability to -2
soil
- Enabling students to use maps, graphs, and diagrams in analyzing soil -3
related topics

11.Course structure

Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
1	2	enable students to know and understand the definition of soil and its relationship to science, especially geography	Definition of soil, its nature, and its relationship to other sciences	Lecture	Class participation and daily quiz
2	2	To enable students to know and understand soil formation and its contributing factors	Soil formation and its contributing factors The parent material - (rocks) Topography-	Lecture and questioning	Class participation and daily quiz
3	2	Enabling students to know and understand factors of soil formation	climate Biological factors (plant and animal) Time	Lecture and discussion	Class participation and daily quiz
4	2	Enabling students to know and understand the components of soil	Soil components mineral and organic) (components	Lecture	Class participation and daily quiz
5	2	Enabling students to know and understand the physical properties of soil	Physical properties of soil Soil color -1 Soil texture-2 Soil building porosity and permeability	Presentation and discussion	Class participation and daily quiz
6	2		First month exam		
7	2	Enabling students to know and understand the chemical properties of soil	Chemical properties Soil fertility-1 Salinity and -2 alkalinity	Presentation and questioning	Class participation and daily quiz
8	2	Enabling students to know and understand soil classification	Soil classification	Presentation and discussion	Class participation and daily quiz

9	2	Enabling students to know and understand the types of soil	Types of soil	Presentati on and discussion	Class participa tion and daily quiz
10	2	Enabling students to know and understand the geographical distribution of soils	geographical The in of soils distribution the world	Presentati on and questionin g	Class participa tion and daily quiz
11	2	Enabling students to identify and understand educational problems	Soil problems Reduced -1 productivity Salinity-2 Erosion-3	Presentati on and questionin g	Class participa tion and daily quiz
12	2		Second month exam		
13	2	Enabling students to understand know and soil maintenance	Soil maintenance Puncture-1	Presentati on and questionin g	Class participa tion and daily quiz
14	2	Enabling students to learn and understand agricultural cycles and fertilization	Agricultural -2 rotations fertilization	Presentati on and questionin g	Class participa tion and daily quiz
15	2	Enabling students to know and understand slope gradation and contour farming	slopes Contour farming	Presentati on and questionin g	Class participa tion and daily quiz

12.Development Plan Curriculum

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

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

Course description template

Course Description

9. Educational institution	College of Basic Education
10. Department / Scientific Center	Geography
11. Course Name/Code	of Eurasia Geography /(Geo 1309)
12. Available forms of attendance	mandatory
13. Semester/Year	Second semester/second
14. number of study Total hours	hours 30 = 15*2
15. Date this description was prepared	2025/12/15
16. ensure the student is familiar with the following To : Course objectives :concepts	
To enable students to know and understand the most prominent topics in the -1 .geography of Eurasia accurately	
Enabling students to understand the reasons for the emergence of Eurasia -2	
Introducing students to the most important sources and references used in -3 teaching the subject	
Enabling students to analyze the most important geographical phenomena -4 found on Eurasia and compare them with other continents	

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

1- objectives Cognitive
 through Enabling the student to acquire knowledge and understanding -A1
 comprehending the subject of Eurasian Geography
 The reasons Enabling the student to acquire knowledge and understanding -A2
 for the emergence of Eurasia
 of the most Enabling the student to acquire knowledge and understanding -A3
 important sources and references for the geography of Eurasia
 of the most Enabling the student to acquire knowledge and understanding -A4
 important geographical phenomena of Eurasia that have preoccupied
 researchers and geographers
 to Enabling the student to acquire the knowledge and understanding -A5
 analyze and interpret the locations of Eurasian countries
 knowledge and understanding about the most Enabling the student to gain -A6
 prominent explorers of the continent

Students should develop .the course specific to based objectives -The skills -B
 skills in the following concepts
 area and location To compare the countries of the continent in terms of - B1
 Analyzes the reasons behind the emergence of the continent - B2
 Writing a paper or research on any topic in the geography of Eurasia is -B3
 .required
 Gathers information about the countries of Eurasia -B4

learning and Teaching methods

1- lecturing or giving a presentation

2- Practical demonstration

Students are required to visit the library and consult the resources for studying
 .the geography of Asia

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

tioned in the course Prepare the lectures according to the sequence men .1

.syllabus by using the aforementioned information sources

.Informing students about the topic of the next lecture in order to prepare them .2

Students are asked to submit papers relating to one or more of the topics under .3
 .study

Assessment methods

1- Daily tests with specific questions

2- Assigning grades for homework and class participation

3- Monthly tests with objective and essay questions

Conduct two semester exams, the first after the fifth week of the semester and .1 after the eleventh week of the semester. Each exam should consider the second the mental levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating), with the evaluation grade accounting for 40% of the student's attendance and the extent the total achievement, taking into account .of their daily participation

semester exam, which accounts for 60% of the grade, is scheduled -of-The end .2 according to the Ministry's timetable. The questions must cover the entirety of mental levels (remembering, understanding, applying, the course content and the .(analyzing, synthesizing, and evaluating

Affective objectives: that the student be able to -C

To interpret and analyze maps of Eurasia -A1

geological formation To differentiate between countries in terms of their -Q2 and history of origin

Some famous geographical researchers evaluate -Q3

Explain the reasons for the appearance of some geographical phenomena on -Q4 Eurasiadon and other continents

Teaching and learning methods

1- method solving-Problem

2- brainstorming

3- Simulation method

Assessment methods

1- Written tests to measure the student's ability to think, analyze, and deduce

2- Writing research papers about some countries on the continent

thinking and deduction Daily exams with questions that require critical

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

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

contemporary sources and references Uses -D1

Forming a group of students to study a specific phenomenon in Eurasia -D2

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

ries that contain manuscripts and Utilizing documentation centers and libra -D4
geographical maps

14.Course structure

Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
1	2	Location of the continent of Asia	The continent's name, its astronomical and geographical location, its area, and its borders	The cruel	Classroom participation in preparation
2		The historical dimension of the continent of Asia	A brief history of the continent throughout the ages	The cruel	Classroom participation in preparation
3		Geological structure of the continent	The geological structure of the continent, geological eras, and the morphological structure of the continent	The cruel	Classroom participation in preparation
4		continental surface	The main topographical divisions of the continent (mountains, valleys, plateaus, plains, etc)	The cruel	Classroom participation in preparation
5		First month exam	Vocabulary covered from the first week until the day of the exam	Monthly test	Participation of all students
6		climate Continent's	Climate elements (temperature, rainfall, humidity) are factors that influence the continent's climate	The cruel	Classroom participation in preparation
7		climatic regions	Cold climatic regions, hot climatic regions, their geographical distribution	The cruel	Classroom participation in preparation

8		natural plant	Its distribution, types of natural plants, its importance, and factors affecting its distribution	The cruel	Classroom participation in preparation
9		Plant regions	geographical Its distribution, factors affecting the distribution	The cruel	Classroom participation in preparation
10		Water resources	Types, importance, geographical distribution	The cruel	Classroom participation in preparation
11		Second month exam	Vocabulary after the first monthly exam	Monthly news	Participation of all students
12		Continental population	Age and gender composition of the population Their geographical distribution; factors influencing distribution	The cruel	Classroom participation in preparation
13		Economic activities	Agriculture, industry, mining: their types and geographical distribution	The cruel	Classroom participation in preparation
14		Transportation	Its types, its components, and the factors affecting it	The cruel	Classroom participation in preparation
15		commerce	Its types, its importance, and the factors that influence it	The cruel	Classroom participation in preparation

Course Description

15.Infrastructure

Required textbooks .1	
Source books	1- -Al Muhammad Ahmad Aqla, Abd Ali Khaffaf, Geography of the Continents, Kindi for Publishing and -Dar Al .Distribution, Irbid, Jordan, 1998 2- Matari, Geography of the -Mr. Khaled Al Continents: A Comparative Study, Saudi Publishing and Distribution House, .Riyadh, Saudi Arabia, 2000 3- -san Moussa, Muhammad AlAli Has Hammadi, Geography of the Continents, Muasir, 12th edition, Vol. -Fikr Al-Dar Al .2002 ,1 4- Mohamed Ibrahim Hassan, Geography of Eurasia and the Red Sea Basin, Egyptian Library for Publishing and Distribution, .Egypt, 2004
websites	1- http://hoolm.jeeran.com/mimg.htm 2-http://www.library.uu.nl/geosource/cat9.html

• Educational institution	College of Basic Education / University of Diyala
• / Scientific Department Center	Geography Department / Cultural Materials
• Code / Name	/ Arabic languageUniv2107
• Available forms of attendance	mandatory
• Year / Semester	Second / Third
• of study hours Total number	hours 30
• Date this description was prepared	2025/12/15
• By the end of the academic year, the student will be able to : Course objectives	
1. Learn Arabic grammar rules in agent's , agent , predicate , subject) Grammar .(predicate of Inna and its sisters , subject of Kana and its sisters , substitute	
•2. Learn (Life) Literature Literature in era Issued Islam((Characteristics and the) characteristics), sermon argument Goodbye For the Messenger The generous Mohammed ﷺ , a poem The Burda heel son Zuhair: ((life His , Comment Critical N Memorize)10 verses), Life Literary in The era Umayyad poetry Contradictions, a model First: Jarir(memorize10 verses) (verses 10 memorizing) Farazdaq-Al : Second example	
3- Learn Dictation writing Dictation in: •. The alphabetical, phonetic, and abjad order of Arabic letters •Solar and lunar letters 'Writing the closed and open ta	

Course outcomes, teaching and learning methods, and assessment

Cognitive objectives - A

Knowledge and Understanding - A

the) To enable students to acquire knowledge and understanding in grammar -A1

Inna and its **the subject of** , agent's substitute **the** , the agent , the predicate , subject
(the predicate of Inna and its sisters , sisters

Literary) Enabling students to acquire knowledge and understanding of literature -A2

the Farewell Sermon of the , (features and characteristics) life in the early Islamic era

peace) Noble Prophet Muhammad ﷺ ﴿مِنْ رَحْمَةِ رَبِّكَ﴾ Burda poem **The**

Literary , (verses **10** His life, critical commentary, memorize) : by Ka'b ibn Zuhayr

10 memorize) Jarir : First example , Contradictory poetry , life in the Umayyad era

verses **10** memorize) Farazdaq-Al : Second example , (verses

and understanding in writing Enabling students to acquire knowledge - **a3**

solar , alphabetical order of Arabic letters , alphabetic and phonetic order) dictation

(' writing the closed and open ta , and lunar letters

Objectives - B Marathi Specific to the course.

Skills in literature - B1

related to grammar topics Skills -B2

related to spelling writing Skills -B3

Teaching and learning methods

1- Clarification and explanation of the course material

How to display the form -2

Lecture method -3

Learning method-Self -4

Assessment methods

1. Daily tests with specific questions

Assigning grades for homework and class participation -2

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

Monthly tests with objective and essay questions -4

Learning objectives-Affective and value - C

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

On the doctrine of monotheism of He understands the importance of the impact -A2
life

Teaching and learning methods

1- Explanation and clarification

How to display the form -2

Learning method-Self -3

Assessment methods

1- Theoretical tests.

Reports and studies -2

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

terminology Skills in using references and –D1

in collecting and analyzing data on the subject Skills –D2

in interpreting theorems Skills –D3

making skills– Comparison –D4

in developing specific concepts about the topic Skills D5

Course structure

Week	Hours	Required learning outcomes	Topic Name /	Teaching method	Evaluation Method
1	2	Subject, Predicate	Grammar	Explanation and clarification	Formative assessment
2	2	passive , Subject subject	Grammar	Explanation and clarification	Formative assessment
3	2	The name of "kana" and its sisters	Grammar	Explanation and clarification	Formative assessment
4	2	The name of Inna and its sisters	Grammar	Explanation and clarification	Formative assessment
5	2	●life Literature in era Issued Islam((Characteristics and the)	Literature	Lecture	Formative assessment

		characteristics) • The Farewell Sermon of the Noble Prophet Muhammad			
6	2	•poem The Burda heel son Zuhair: ((His life , Comment Critical N Memorize10 verses	Literature	Lecture	Formative assessment
7	2	First month exam: Various tests and solutions exercises Related to the topic			
8	2	•life Literary in The era Umayyad • Contradictory Poetry	Literature	Lecture	Formative assessment
9	2	•model First: Jarir (memorize10 (verses	Literature	Lecture	Formative assessment
10	2	•model Second: Farazdaq-Al(memorized10 (verses	Literature	Lecture	Formative assessment

11	2	●Order abecedarian And the voice and the alphabet For letters Arabic .	Dictation	Lecture	Formative assessment
12	2	●Letters solar and the moon	Dictation	Lecture	Formative assessment
13	2	writing T tied And the open taa	Dictation	Lecture	Formative assessment
14	2	review	Dictation	Show model	Formative assessment
15	2	Second month exam: objective tests			

- Curriculum Development Plan

Commitment to sectorality

Course description template

Course Description

• Educational institution	University of Diyala– College of Basic Education
• Scientific Department / Center	Geography Department / Educational Materials
• Code / Name	/ Educational Psychology Coll 2205
• Available forms of attendance	mandatory
• Year / Semester	Second / Third
• of study Total number hours	45
• was Date this description prepared	2025/12/15
• Course Objectives	
Understanding the phenomena of learning and teaching, the factors	

affecting them, and interpreting the outcomes of events that permeate the relationship between learning and teaching, and between the teacher and . the learner

Increase the teacher's ability to see what is happening remotely in terms of educational changes among students and to plan to meet his expectations in . educational events of change

in educational Organizing, formulating, using, and applying knowledge .situations

- Course Outcomes Methods of teaching, learning, and assessment

Cognitive objectives - A: To enable the student to:

educational psychology of Define the concept -A1

educational psychology of Demonstrates the importance -A2

educational psychology of Defines the objectives -A3

educational of Distinguish between the theoretical and practical goals -A4
psychology

profession Explains the characteristics of the teaching -A5

Explains the relationship between educational psychology and other -A6
sciences

traits Defines the desired teacher personality -A7

educational psychology of Lists the functions -A8

Explains the importance of the axes of effectiveness in the educational -A9

process

process the factors affecting the effectiveness of the educational Identifying -A10

motivation Defines -A11

learning Explains the relationship between motivation and -A12

motivation Defines the educational functions of -A13

defined is oryThe concept of mem -A14

memory of Explains the mechanism -A15

strategy Define the sequential processing -A16

strategy Define the parallel processing -A17

memory Shows the importance of studying -A18

strategies Compares sequential and parallel processing -A19

memory Lists the types of -A20

. Explains the relationship between memory and learning -21 A

explained **have** It outlines the most important contemporary theories that -A22
memory

Define cognitive theory -23 A

to cognitive theory Explains the mechanism of memory according -24 A

. Define behavioral theory -25 A

Explains the mechanism of memory according to behavioral theory -26 A

Gestalt theory **He defines** -27 A

Explains the mechanism of memory according to Gestalt theory -28 A

memory Discusses the mechanism of -29 A

most important factors affecting the memory process **the** Explains -A30

process It identifies the most important ways to improve the memory -A31

forgetting is defined **of** The concept -A32

theory Define interference -A33

forgetting through interference theory **of** Explains the mechanism -A34

most important factors affecting forgetfulness **the** Identify -A35

defined The transfer of training effects is -A36

effects Explains the importance of studying the transfer of training -A37

effects he transfer of training Shows the dimensions of t -A38

training transfer **of** Lists the types -A39

training Compares the positive and negative transfer of the effect of -A40

training transfer **of** Identifies modern theories -A41

effect Compare theories of transfer of training -A42

feedback Define -A43

Shows the dimensions of feedback -44 A

feedback **of** Defines types -A45

Learning is defined -46 A

learning Explains the conditions for good -A47

acquisition Explains the effect of learning on language -A48

ning on acquiring motor skillsthe effect of lea **Explains** -A49

Explains the most important learning theories and laws -50 A

Explains the relationship between discovery and learning -51 A

B- Objectives Marathi Specific to the course.

It defines the mechanism for transferring theoretical knowledge to the -B1
. within the school classroom **aspect** (practical) applied

strategies within the classroom **stimulation** B2_ Implements motivational

forgetfulness ct ofApply appropriate methods to reduce the impa -B3

) Designs educational situations that facilitate the transfer of the training - B4
effect (learning

educational situations in Applying learning theories -B5

Proposes appropriate solutions to educational problems based on the -B6
. educational psychology **of** plesprinci

Teaching and learning methods

The revised lecture- discussion- questioning- brainstorming- motivational
questions

Assessment methods

- participation, and ,assigned tasks , (reports) Continuous evaluation of student work
.interaction with peers and the course instructor **Surprise Quiz** tests (weekly)
(two tests are held during the semester) Formative assessment through written tests -

. Final assessment through the final exam -

based objectives–lueAffective and va - C

of Identifying the impact of science and scientists on the development -Q1

. educational psychology

studying educational psychology in Shows active interest -C2

process Developing positive attitudes towards the learning -C3

process Modifying negative attitudes towards the learning -C4

Teaching and learning methods

Brainstorming– Discussion– Branching questions

Assessment methods

- Reports, summaries, and working papers.
- up–Observation and follow
- Group discussion during the lecture

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

The skill of being able to solve various problems scientifically and to use -D1
problems world–what has been studied in studying real

world –educational psychology in studying real of Applying the principles -2
problems

lsskil learning Develops cooperative -3

curves The skill of graphing different learning –D4

• Course structure

Week	Hours	Required learning outcomes	Topic Name /	Teaching method	Evaluation Method
1	3	The concept of educational psychology is known It demonstrates the importance of educational psychology It defines the goals of educational psychology It distinguishes between the theoretical and practical goals of educational psychology It defines the	•Definition of educational psychology •The importance of educational psychology •Goals of Educational Psychology • The relationship of educational psychology to other sciences	Revised - lecture discussion	Continuous) assessment participation n– reports – assignments – interaction (

		mechanism for transferring theoretical knowledge to the practical) applied within aspect (the school .classroom			
2	3	It defines the desired teacher's personality traits Lists the functions of educational psychology	- Desirable teacher) personality traits psychological traits - physical traits - mental traits - social traits - The function of - educational psychology	Discussion- Brainstorming	Continuous) assessment - daily examination- reports- assignments - interaction (
3	3	He explains the importance of the axes of effectiveness in the educational process It identifies the factors that influence the	- Explaining the educational process - The educational process and educational the) psychology pillars of the effectiveness of the educational (process	Discussion- Revised Lecture	Continuous) assessment participatio n- reports - assignments - interaction (

		effectiveness of the educational .process	Factors affecting the effectiveness of the educational process		
4	3	Motivation is known It shows the relationship between motivation and .learning It identifies the educational functions of .motivation	- Definition of motivation - The educational functions of the) motivation excitatory the –function anticipatory the –function motivating the –function punitive or corrective (function	Discussion– Revised Lecture	Continuous) assessment surprise - quiz participation n- reports- assignments - interaction (
5	3	He applies motivational stimulation strategies within .the classroom	Strategies for stimulating students' motivation to learn	Discussion– Brainstorming	Continuous) assessment participation n- reports – assignments – interaction (
6	3	The concept of known memory is It explains how	- Definition of memory - The importance of studying memory	Discussion– Brainstorming	Continuous) assessment participation n- reports

		memory works It shows the importance of studying memory It compares sequential and parallel processing .strategies		ming	– assignments – interaction (
7	3	First month exam			Formative assessment (written) (exam
8	3	Lists types of memory It explains the relationship between memory . and learning It presents the most important contemporary theories explained .memory It explains the	- Contemporary perspectives on the interpretation of memory and its cognitive) models –tive perspec - behavioral –perspective - perspective Gestalt	Brainstorming– Motivati onal Questions	Continuous) assessment participatio n– reports – assignments – interaction (

		mechanism of memory according to .cognitive theory It explains the mechanism of memory according to .behavioral theory			
9	3	It discusses the mechanism of .memory It shows the most important factors affecting the .memory process It identifies the most important ways to improve the memory .process	•Memory mechanisms •Factors affecting the memory process • Ways to improve the memory process	Brainstorming– Motivational Questions	Continuous) assessment surprise - quiz participation- reports- assignments - interaction (
10	3	The concept of forgetting is known The mechanism of forgetting is	•of Causes forgetfulness • A theory in explaining) forgetting previous	Brainstorming– Motivational Questions	Continuous) assessment surprise - quiz participatio

		explained through interference theory It identifies the most important factors affecting forgetfulness	) interference retrograde and (inhibition subsequent) interference progressive (inhibition	s	n- tsrepor- assignments - interaction (
11	3	The transfer following training is known It highlights the importance of studying transfer following training	•The importance of studying the transfer effect Training • Definition of transfer following training	Brainstor ming- Motivati onal Question s	Continuous) assessment participatio n- reports - assignments - interaction (
12	3	It shows the dimensions of the transfer following training It compares theories of .training transfer It designs educational situations that facilitate the	•Dimensions of transfer effect Training • Theories of transfer following training	Problem solving – discussio n	Continuous) assessment participatio n- reports - assignments - interaction (

		transfer of the learning) training .effect (			
13	3	feedback is known It shows the dimensions of feedback It identifies the types of feedback	●Definition of feedback ●Dimensions of feedback • Types of feedback	Problem - solving discussion	Continuous) assessment surprise - quiz participatio n- reports- assignments - interaction (
14	3	Learning is known It outlines the conditions for good learning It explains the impact of learning on language acquisition and motor skill .acquisition	●Definition of learning ●Conditions for good learning ●Learning and) acquiring motor - language (skills	Brainstor ming– Divergen t Question s	Continuous) assessment surprise - quiz participatio n- reports- assignments - interaction (
15	3	It explains the most important	●Learning theories and laws	Problem - solving	Continuous) assessment

		theories learning and laws It explains the relationship between discovery and learning The skill of graphing different learning curves	•Discovery and Learning •Learning curves	discussion	surprise - quiz participation- reports- assignments - interaction (
16	3	Second month exam			Formative assessment (written) (exam

• Infrastructure	
1. Required textbooks	Nothing
2. Main References (Sources)	Fadel Mohsen Azirjawi , founders–Al Educational Psychology Zaghloul, –Emad Abdel Rahim Al Principles of Educational Psychology Fouad Abu Hatab, Dictionary of Psychology and Education Saleh Muhammad Ali Abu Jadu, .nd ed2 ,Educational Psychology

	Mahmoud Abdel Halim Mansi, Educational Psychology Introduction to Izzat Jaradat, Introduction to Education
a) Recommended books and references(, scientific journals (reports (....,	Recommended With some Research and Theses and theses Which pertains to the vocabulary of . the subject
websites , b) Electronic references ...	–University of Babylon website through its e learning lectures service http://repository.uobabylon.edu.iq/elearning/elearning2012.aspx The website of the College of Basic Education, University of Diyalais http://www.basicedu.uodiyala.edu.iq / Iraqi Academic Journals Website http://www.iasj.net/iasj

Course Description

17. institution Educational	College of Basic Education
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18. Department / Scientific Center	Geography
19. Course Name/Code	/ (Geomorphology (the study of landformsGeo 2310
20. Available forms of attendance	mandatory
21. Semester/Year	First Year/Second Semester
22. number of study Total hours	30
23. Date this description was prepared	2025-12-15
24. To ensure the student is familiar with the following : Course objectives :concepts	
Understanding the concept of geomorphology and its types -1	
processes that form landforms Training students to distinguish between the -2	
To accustom students to using the information acquired from the topic of -3 landforms in other geographical studies	
To increase the scientific and cultural wealth of students by encouraging them -4 information related to the topic of landforms to memorize and apply some	

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

Cognitive objectives -A

Enabling students to acquire knowledge and understanding of the general -1
framework of geography

and understanding of the general Enabling students to acquire knowledge -A2
framework of physical geography

and understanding of geomorphology To enable students to gain knowledge -A3

develop Students should .the course specific to based objectives -The skills -B skills in the following concepts

Writes a research paper, and writes research and studies in the field of -B1 geomorphology

Preserves the types of landforms, their characteristics, the processes that -B2 onform them, and their geographical distributi

Students learn to distinguish between different types of landforms -B3

and learning Teaching methods

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

Prepare the lectures according to the sequence mentioned in the course .1

.n sourcessyllabus by using the aforementioned informatio

.Informing students about the topic of the next lecture in order to prepare them .2

Students are asked to submit papers relating to one or more of the topics under .3 .study

Assessment methods

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

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

based objectives: that the student be able to-ffective and valueA -C

in landforms in classifying scientists appreciate the efforts of The students -1 .order to facilitate their study

geomorphological problems Students discuss -2

- 3 Geomorphological theories and laws r opinionexpress thei The students

Teaching and learning methods

Lecture or presentation -1

Interrogation -2

Discussion -3

Assessment methods

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

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

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

students to write a research paper on landforms Enabling -1

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

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

17.structure Course

Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
1	2	To enable students to know and understand the definition of geomorphology and its fields	What is geomorphology and its relationship to other sciences The development of science Geomorphology and its fields	Lecture	Class participation and daily quiz
2	2	To enable students to know and understand the basic concepts in geomorphology	Basic ideas in geomorphology	Lecture and questioning	Class participation and daily quiz
3	2	Enabling students to learn about and understand rocks and their types	Rocks and their structures Types of rocks Fire-	Lecture and discussion	Class participation and daily quiz
4	2	To enable students to learn about and understand sedimentary and metamorphic rocks	Sedimentary The squatter -	Lecture	Class participation and daily quiz
5	2	To enable students to know and understand geomorphological factors and processes	Geomorphological factors and processes (Thornbury and the geomorphological process)	Presentation and discussion	Class participation and daily quiz
6	2		First month exam		
7	2	Enabling students to know and understand weathering and its types	Weathering- Physics - Chemical- Biology	Presentation and questioning	Class participation and daily quiz
8	2	To enable students to know and understand the factors affecting weathering and the	Factors affecting weathering Shapes formed by weathering	Presentation and discussion	Class participation and daily

		forms it forms			quiz
9	2	Enabling students to know and understand surfaces and the movement of materials	Surfaces and movement of materials	Presentati on and discussion	Class participa tion and daily quiz
10	2	To enable students to know and understand the river patterns and processes they undergo	River geomorphology River patterns Sculpture Transportation sedimentation	Presentati on and questionin g	Class participa tion and daily quiz
11	2	To enable students to know and understand river landforms and river stages	formed by Landforms river deposition Geomorphological stages of the river	Presentati on and questionin g	Class participa tion and daily quiz
12	2		Second month exam		
13	2	Enabling students to know and understand karst	Karst Surface and subsurface the ;karst formations scientific importance of .karst	Presentati on and questionin g	Class participa tion and daily quiz
14	2	To enable students to know and understand the role of wind in shaping landforms	The role of wind in shaping the Earth's surface Wind as a sculpting agent induced -Wind atomization, transport, and deposition Geomorphological forms resulting from wind action	Presentati on and questionin g	Class participa tion and daily quiz
15	2	Enabling students to know and understand geological twists and fractures	and fractures and Folds their effect on shaping the Earth's surface features	Presentati on and questionin g	Class participa tion and daily quiz

18. Curriculum Development Plan

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

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

Course description template

Course Description

25. Educational institution	College of Basic Education
26. Department / Scientific Center	Geography
27. Course Name/Code	/ Geography of AfricaGeo 2311
28. Available forms of attendance	mandatory
29. Semester/Year	Third/Second
30. number of study Total hours	30
31. Date this description was prepared	2025/12/15
32. To ensure the student is familiar with the following : Course objectives :concepts	
1- The student should be able to understand the concept of the geographical .location of the continent of Africa	
2- .topography in the continent The student should learn about the concept of	
3- The student should understand the role of Arabs in the discovery of the .African continent	
4- .The student should study the plant and climatic regions of the continent	
5- .its formation The student will learn about soil and the factors affecting	
6- The student learns about agricultural/economic/industrial activity	
7- The student should understand the nature of agricultural and industrial .activity in the continent and know the reasons for underdevelopment	

19. teaching and learning methods, and assessment , outcomes Course

Cognitive objectives -A

- 1- An introduction to the astronomical and geographical location of the .African continent
- 2- .Theories that explained how the continent was formed
- 3- was formed Theories that explain how the continent

The students should .the course specific to based objectives -The skills -B develop skills in geographical concepts specific to the geography of Africa, as well as the skill of asking geographical questions and inquiries about .topics, and the skill of using maps and geographical images geographical

and learning Teaching methods

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

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

Assessment methods

of the semester and Conduct two semester exams, the first after the fifth week .1 the second after the eleventh week of the semester. Each exam should consider the mental levels (remembering, understanding, applying, analyzing, synthesizing, and evaluating), with the evaluation grade accounting for 40% of achievement, taking into account the student's attendance and the extent the total .of their daily participation

semester exam, which accounts for 60% of the achievement, is -of-The end .2 he scheduled according to the Ministry's timetable. When setting the questions, t comprehensiveness of the course content and the mental levels (remembering, understanding, applying, analyzing, synthesizing, evaluating) are taken into .consideration

Affective objectives: that the student be able to -C
 geographical discoveries of the continent He evaluates some -1
 Explains the reasons for the diversity of terrains and geographical -2
 phenomena in the continent
 Analyzes some geographical phenomena in the continent -3

Teaching and learning methods

presentation Lecture or -1
 Interrogation -2

Assessment methods

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

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

Enabling students to write a scientific geographical report on the -1
 geographical features of the continent
 students' ability to understand geographical concepts and Developing -2
 terminology
 Enabling students to draw a map of the continent, highlighting the most -3
 .important features of the continent's surface

20.Course structure

Week	Hours	Required learning enable To : outcomes students to know and understand the following :	Unit/Topic Name	Teaching method	Evaluation Method
1	2	–Geography of sub Saharan Africa	Geography of Saharan –sub Africa	Lecture	Formative assessment
2	2	Geographical and astronomical location	Geographical and astronomical location	Lecture	Formative assessment
3	2	Area and geological structure data	Area and geological structure data	Lecture	Formative assessment
4	2	Surface features	Surface features	Lecture	Formative assessment
5	2	Climate and climatic regions of the continent	Climate and climatic regions of the continent	Lecture	Formative assessment
6	2	Natural vegetation and plant regions	Natural vegetation and plant regions	Lecture	Formative assessment
7	2	First month exam	First month exam	exam	a test
8	2	Soil and soil properties	Soil and soil properties	Lecture	Formative assessment
9	2	Factors affecting	Factors affecting	Lecture	Formative

		soil formation and types	soil formation and types		assessment
10	2	Soil investments in the continent	Soil investments in the continent	Lecture	Formative assessment
11	2	Water resources	Water resources	Lecture	Formative assessment
12	2	Human data on the continent	Human data on the continent	Lecture	Formative assessment
13	2	Second month exam	month exam Second	exam	a test
14	2	Economic potential: Agriculture, industry, mining, and transportation	Economic potential: Agriculture, industry, mining, and transportation	Lecture	Formative assessment
15	2	Regional study Tanzania and) (Kenya	study Regional Tanzania and) (Kenya	Lecture	Formative assessment

21. Curriculum Development Plan

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

Course Description

33. Educational institution	University of Diyala / College of Basic Education
34. Department / Scientific Center	Geography
35. Name/Code Course	of the Arab Geography / Geography of Arid Lands / WorldGeo 2313
36. Available forms of attendance	mandatory
37. Semester/Year	Second year
38. number of study Total hours	hours 30
39. Date this description was prepared	2025/12/15
40. Course Objectives	
Enabling students to learn and teach geography, specializing in arid land -1 geography and national geography	
Arabic	
To enable students to understand and acquire knowledge of geography, especially -2 the specialization of arid land geography and	
of the Arab World Geography	
Enabling students to use the science of geography and specialize in the geography -3 of arid lands and the geography of the Arab world	
In their academic, professional, personal, and public lives	
Encouraging and keeping students abreast of the science of geography and its -4	

specializations, or specializing in the geography of arid lands and geography
Arab world

22.outcomes , teaching and learning methods, and assessment Course
objectives Cognitive -A Enabling students to acquire knowledge and understanding of the -A1 specialization of arid land geography and geography Arab world Enabling students to acquire knowledge and understanding of the -A2 graphyspecialization of arid land geography and geo .The Arab world, its current developments, and predictions for the future Enabling students to understand and comprehend the teaching methods -A3 of the specialization of arid land geography and geography Arab world students to understand and grasp the fundamentals of Enabling -A4 geography and specialize in the geography of arid lands and Geography of the Arab World Enabling students to understand and comprehend the topics of -A5 geography specialization, arid land geography and The Arab world and their education
.the course specific to based objectives -The skills -B Understanding, perception, and knowledge of the specialization or - B1 course: Arid Land Geography and National Geography Arabic Understanding, knowledge, and comprehension of the prescribed - B2 geography of arid lands and the geography of the Arab world, including all related equipment, tools, maps, and how to use and apply them in their .academic and professional lives blicPersonal and pu Understanding, comprehension, and knowledge of the course from the - B3 .perspective of the professor's teaching of the course topics to the students ?based, theoretical and practical-based and field-Was it office
Teaching and learning methods
1- Methods of presentation, questioning , and discussion 2- Office study application 3- The theoretical application of the field study is based on what the students .have witnessed in their academic, public, and private lives 4- es, attend seminars and conferences, He encouraged students to visit librari .and read theses and dissertations Theses and related fields of study

Assessment methods
Daily tests with multiple and varied questions for the study subjects -1 understand and comprehend the Written tests to measure students' ability to -2 course material and its applications Practical field application through questions that students answer theoretically -3 based objectives-Affective and value -C Teaching students the curriculum -A1 the specialization or course they are taught, both Students' practice of -C2 theoretically and practically Making students interested in and fond of the course -C3 Encouraging students to apply their learning, understanding, and -Q4 demic, professional, and comprehension of the course material in their aca .personal lives
Teaching and learning methods
1- Methods of presentation, questioning , and discussion 2- Theoretical application of the desk and field teaching method 3- ,Encouraging students and familiarizing them with books, articles dissertations , journals, publications, and the internet related to the course .topic
Assessment methods
Past and present daily tests and how to answer them -1 Use Interrogation and discussion style and method -2 theoretically Using the field study method -3 Conducting monthly or term tests to measure the extent to which students have -4 .acquired the skills of thinking and geographical analysis of the course Academic personal skills (other skills related to employability and transferable General and .(development Enabling students to learn the cognitive understanding of the course -D1 Empowering students and teaching them the methods of presentation , -D2 .questioning , discussion, and the teaching process course in their academic, professional, Enabling students to use the -D3 personal, and public lives Students should follow up on current and future developments in the -D4 . course and be encouraged in this direction

23.Course structure

Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
the first	2	أ- To enable students to understand the concept of arid lands, their causes, and their geographical distribution. ب- To enable students to develop a cognitive understanding and awareness of the ,area location, and geological structure of the Arab world.	The -A concept of arid lands, their causes and geographical distribution b) Area, location, and geological structure of the Arab world	-A -1 Delivery -2 Interrogation -3 Discussion -for -1 Delivery -2 Interrogation -3 Discussion	-A Daily -1 quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance -for Daily -1 quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance
the second	2	أ- Enabling students to know, understand, and comprehend	Climate of -A -arid and semi arid lands	-A -1 Delivery -2 Interrogation	-A Daily -1 quizzes with questions on the

		d, and appreciate the soil and natural vegetation in the Arab world		-2 Interrogation -3 Discussion	Daily -1 quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance
Fourth	2	Monthly -A exam	Monthly -A exam	-A Monthly questions	-A Correcting the answers
	2	b) Monthly exam	b) Monthly exam	b) Monthly questions	b) Correcting the answers
Fifth	2	a) Enabling students to identify, understand, and appreciate water resources in arid arid -and semi lands	Water -A resources in arid arid -and semi lands	-A -1 Delivery -2 Interrogation -3 Discussion	-1-A Daily quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance
	2	b) Enabling students to understand and appreciate the nature of the	Population of -B the Arab world, agricultural production and livestock	-for -1 Delivery	

Sixth	2	Arab world's population, agricultural production, and livestock.	1- Dryland population, agriculture and awareness in drylands	-2 Interrogation -3 Discussion	b) Daily quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance
	2	Enabling -A students to understand and appreciate the inhabitants of arid lands and agriculture, and to be aware of arid lands.	Mineral and -B industrial wealth in the Arab world	-A -1 Delivery -2 Interrogation -3 Discussion	-1 -A Daily quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance
		b) Enabling students to know, understand, and appreciate the mineral and industrial wealth in the Arab world		-for -1 Delivery -2 Interrogation -3 Discussion	-1 -B Daily tests with questions on the topic The -2 method of questioning and discussion Daily -3

Geography of arid lands and geography of the Arab world	Required textbooks .1
Geography of drylands Geography of the Arab World	(Main references (sources .2
The University of Baghdad Journal of Arts related to the course topic), the University of) Diyala Journal of Education for Humanities, and related research and reports for teaching .purposes	a) Recommended books and scientific journals,) references (.reports, etc
:Internet sites 1- Google 2- Yahoo : the reviewer 1- Wikipedia 2- Scientific Encyclopedia	b) Electronic references, ...websites

Course description template

Course Description

41. Educational institution	College of Basic Education
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42. Department / Scientific Center	Geography
43. Course Name/Code	/ Geography of Seas and Oceans Geo 2314
44. Available forms of attendance	mandatory
45. Semester/Year	the second
46. number of study Total hours	30
47. Date this description was prepared	2025/12/15
48. following To ensure the student is familiar with the : Course objectives :concepts	
8- .the origin of seas and oceans The student will learn about	
9- and surrounding .of basins The student should learn about the concept Her presence Interpret that theories	
10- and theories surrounding the basins The student should understand Her presence Interpret that and the land Water distribution	
11- the characteristics of water in seas and The student should learn about .oceans	
12- Seas in Water the movement The student should become familiar with and the oceans	
13- oceans flood Topography characteristics the The student learns about	
14- For the gemophropathy the phenomena The student should understand coasts	
15- in natural .the resources The student should become familiar with ocean	

25.assessment outcomes , teaching and learning methods, and Course

Cognitive objectives -A

4- The Origin of Seas and Oceans .b identification

5- Interpret that and theories surrounding the basins The student should know
Her presence
and the land Water distribution

6- oceans flood Topography the characteristics The student should know

The students will develop .the course specific to based objectives -The skills -B
skills in geographical concepts related to the geography of seas and oceans, as
about topics in well as the skill of asking geographical questions and inquiries
the geography of seas and oceans, and the skill of using maps and geographical
.images related to the aforementioned topics

and learning Teaching methods

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

ioned in the course Prepare the lectures according to the sequence ment .1

.syllabus by using the aforementioned information sources

.Informing students about the topic of the next lecture in order to prepare them .2

Students are asked to submit papers relating to one or more of the topics under .3
.study

Assessment methods

Conduct two semester exams, the first after the fifth week of the semester and .1
the second after the eleventh week of the semester. Each exam should consider
the mental levels (remembering, understanding, applying, analyzing,
zing, and evaluating), with the evaluation grade accounting for 40% of synthesi
the total achievement, taking into account the student's attendance and the extent
.of their daily participation

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

Affective objectives: that the student be able to -C

He evaluates some geographical discoveries of seas and oceans -1

and the oceans Seas in Water movement Explains -2

For the coasts gemophropathy phenomena Analyzes some -3

Teaching and learning methods

Lecture or presentation -1
Interrogation -2

Assessment methods

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

- 1 Using assessment through objective tests
- 2 in the geography laboratory applied tests Using practical

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

the shapes Enabling students to write a scientific geographical report on -1
coastal Geomorphology

Developing students' ability to understand geographical concepts and -2
terminology

Enabling students to draw a map of the continent, highlighting its most -3
.important features, including the seas

26.Course structure

Week	Hours	Required learning To enable : outcomes students to know and understand the following :	Unit/Topic Name	Teaching method	Evaluati on Method
1	2	Origin of seas and oceans	Origin of seas and oceans	Lecture	Formative assessment
2	2	The historical development of the geography of seas and oceans and its relationship to other sciences	The historical development of the geography of seas and oceans and its relationship to other sciences	Lecture	Formative assessment
3	2	modern oceanographic scientific studies	modern oceanographic studies scientific	Lecture	Formative assessment
4	2	and surrounding basins Interpret that theories Her presence and Water distribution the land	and surrounding basins Interpret that theories Her presence and Water distribution the land	Lecture	Formative assessment
5	2	Interpret that Theories Oceanic basins Origin	Interpret that Theories Oceanic basins Origin	Lecture	Formative assessment
6	2	Water characteristics in seas and oceans 1- waters in salinity and the Seas oceans 2- Seas waters heat and the oceans	Water characteristics in seas and oceans 1- waters in salinity and the Seas oceans 2- waters heat and the Seas	Lecture	Formative assessment

		3- Maritime ice	oceans Maritime ice		
7	2	First month exam	First month exam	exam	a test
8	2	in Water a movement oceans and the Seas Waves –1 and The extension –2 the islands Oceanic Currents –3	in Water a movement and the oceans Seas Waves –1 and The extension –2 the islands Oceanic Currents –3	Lecture	Formative assessment
9	2	Topography Properties oceans flood bottom Topography –1 ocean continental The edge –2 deep ocean Bottom –3 bottom Sediments –4	Topography Properties oceans flood bottom Topography –1 ocean The edge –2 continental deep ocean Bottom –3 bottom Sediments –4	Lecture	Formative assessment
10	2	phenomena For the geomorphology coasts Coasts Classification –1	phenomena For the geomorphology coasts Classification –1 Coasts	Lecture	Formative assessment
11	2	Geomorphology Shapes coastal	Shapes Geomorphology coastal	Lecture	Formative assessment
12	2	Coasts Types	Coasts Types	Lecture	Formative assessment
13	2	Second month exam	Second month exam	exam	a test
14	2	in natural Resources ocean food Resources –1 natural Resources –2	in natural Resources ocean food Resources –1 natural Resources –2	Lecture	Formative assessment

		food not	food not		
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27.Infrastructure

Required textbooks .1	Joudah, Hassanein Joudah, 2003, Geography of Seas and Oceans, Beirut, Arabiya-Nahda Al-Dar Al - Mahsoub, Muhammad Sabri, 2002, Topics in the Geography of Seas and Oceans, Cairo
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Course Description

49. Educational institution	College of Basic Education
50. Department / Scientific Center	Geography
51. Course Name/Code	/ Agricultural GeographyGeo 2317
52. Available forms of attendance	mandatory
53. Semester/Year	Fourth/Second
54. number of study Total hours	30
55. Date this description was prepared	2025/12/15
56. To ensure the student is familiar with the following : Course objectives :concepts	

16-	The student should become familiar with the concept of agricultural .geography	
17-	agricultural geography, its relationship to .other sciences, and research methodology	The student will learn about
18-	affecting agricultural the factors .production	The student should understand
19-	.The student should study plant regions	
20-	.The student will learn about soil and the factors affecting its formation	
21-	The student learns about agricultural activity	
22-	ctionProdu the characteristics agricultural	The student should understand

28.outcomes , teaching and learning methods, and assessment Course

Cognitive objectives -A

- 7- agricultural geography, its relationship to other sciences, and Definition of research methodology
- 8- . the factors affecting agricultural production Understanding
- 9- agricultural Production the characteristics Identifying

The students should .the course specific to based objectives -The skills -B Africa, as develop skills in geographical concepts specific to the geography of well as the skill of asking geographical questions and inquiries about .geographical topics, and the skill of using maps and geographical images

and learning Teaching methods

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

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

Assessment methods

Conduct two semester exams, the first after the fifth week of the semester and the second after the eleventh week of the semester. Each exam should consider analyzing, the mental levels (remembering, understanding, applying synthesizing, and evaluating), with the evaluation grade accounting for 40% of the total achievement, taking into account the student's attendance and the extent of their daily participation

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

Affective objectives: that the student be able to -C

Evaluate the role of the agricultural sector -1

agricultural Production diversity Explains the reasons for -2

production varied Agricultural and livestock Analyzes -3

learning methods Teaching and

Lecture or presentation -1

Interrogation -2

Assessment methods

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

-1 Using assessment through objective tests

-2 in the geography laboratory applied tests Using practical

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

Enabling students to write a scientific geographical report on agriculture -1

students' ability to understand geographical concepts and Developing -2
terminology related to agricultural production

Enabling students to draw a world map showing the most important -3

.agricultural production areas

29.Course structure

Week	Hours	Required learning To enable : outcomes students to know and understand the following :	Unit/Topic Name	Teaching method	Evaluati on Method
1	2	The concept of agricultural geography	The concept of agricultural geography	Lecture	Formativ e assessme nt
2	2	Agricultural geography and its relationship to other sciences and research methodology	Agricultural geography and its relationship to other sciences and research methodology	Lecture	Formativ e assessme nt
3	2	Factors affecting agricultural production	Factors affecting agricultural production	Lecture	Formativ e assessme nt
4	2	: Natural factors Surface-1 Climate and its -2 elements Soil-3 Water-4 Biology-5	: Natural factors Surface-1 Climate and its -2 elements Soil-3 Water-4 Biology-5	Lecture	Formativ e assessme nt
5	2	Humanity Factors The worker The hand -1 social Factors -2 Economic Factors -3 Political Factors -4 Government	Humanity Factors The The hand -1 worker social Factors -2 Economic Factors -3 Political Factors -4 Government	Lecture	Formativ e assessme nt
6	2	Production features agricultural	Production features agricultural	Lecture	Formativ e assessme

					nt
7	2	First month exam	First month exam	exam	a test
8	2	Production Patterns : Agricultural Mobile Agriculture-1 Agriculture -2 Self Sufficiency	Production Patterns : Agricultural Mobile Agriculture-1 Agriculture -2 Self Sufficiency	Lecture	Formative assessment
9	2	wide Agriculture -3 mixed Agriculture -4 dense Agriculture -5	wide Agriculture -3 mixed Agriculture -4 dense Agriculture -5	Lecture	Formative assessment
10	2	agricultural Production	agricultural Production	Lecture	Formative assessment
11	2	Production Types : Vegetarian grains	Production Types : Vegetarian grains	Lecture	Formative assessment
12	2	cotton sugar cane 1- vegetables 2- Citrus Dates	cotton sugar cane 3- vegetables 4- Citrus Dates	Lecture	Formative assessment
13	2	Second month exam	Second month exam	exam	a test
14	2	Characteristics of agriculture and animal :production To Global Experiences and Agriculture develop animal production	Characteristics of agriculture and animal :production To Global Experiences Agriculture develop animal and production	Lecture	Formative assessment
15	2	agricultural problems and its Arabic	agricultural problems and its Arabic	Lecture	Formative assessment

		and ways components From it Limit	and ways components From it Limit		
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30.Infrastructure

Required textbooks .1	–chorley,jma Stanley , a schummand David e.suyden (1984); geomorphology Methuen, new York .
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description template Course

57. Educational institution	College of Basic Education
58. Department / Scientific Center	Geography
59. Course Name/Code	/ Population GeographyGeo2318
60. Available forms of attendance	mandatory
61. Semester/Year	Fourth/Second
62. study number of Total hours	hours 30
63. Date this description was prepared	2025/12/15

64. Course Objectives

- 1- Students' knowledge of population geography
- 2- Students' knowledge of population characteristics
- 3- Students' knowledge of how to use and analyze population data and .distinguish between static and dynamic population data

31.outcomes , teaching and learning methods, and assessment Course

Cognitive objectives -A

Enabling the student to acquire theoretical knowledge of -A1
population geography

Enabling the student to acquire the knowledge and -A2
to classify the population data used for this purpose understanding
of Enabling the student to acquire knowledge and understanding -A3
the most important sources and references for population geography
of Enabling the student to acquire knowledge and understanding -A4
the field study

Enabling the student to acquire the knowledge and -A5
to analyze the concept of demography understanding

Enabling the student to acquire knowledge and understanding of -A6
stages of development of the science of demography the

.the course specific to based objectives -The skills -B

Special skills in distinguishing between static and dynamic -B1
population data

of Special skills in analyzing and interpreting the components -B2
demography

Special skills in how to apply population statistical equations -B3

Teaching and learning methods

- 3- lecturing or giving a presentation

4- (Practical demonstration (using the geography lab 5- resources for a Students are required to visit the library and consult .population geography study 6- Field study
Assessment methods
4- Daily tests with specific questions 5- Assigning grades for homework and class participation 6- Monthly tests with objective and essay questions
objectives based-Affective and value -C To interpret and analyze the science of demography -A1 .To differentiate between demography and population geography -Q2 Some famous geographical researchers in the field of population -A3 geography evaluate phenomena that influence population Explain the geographical -Q4 distribution
Teaching and learning methods
4- solving method-Problem 5- brainstorming 6- Simulation method 7- Interrogation method
Assessment methods
3- Written tests to measure the student's ability to think, analyze, and deduce 4- Writing research papers about certain countries, including various .population studies of those countries 5- Daily exams with questions that require critical thinking and deduction 6- Practical tests in theGIS laboratory
other skills related to employability) General and transferable skills -D .(and personal development Uses contemporary sources and references -D1 Forming a group of students to study and solve some statistical -D2 problems about child mortality Utilizing state institutions related to population and population -D3 censuses to increase and diversify students' knowledge Benefiting from planning centers and the Central Statistical -D4

Organization affiliated with the Ministry of Planning

32.structure Course

Week	Hours	Required learning To : outcomes enable students to know and understand	Unit/Topic Name	Teaching method	Evaluation Method
1	2	Population geography and demography	The concept of population geography / its historical development / its importance	Lecture	structural
2	2	Population census and methods of conducting it	Population census classification and the criteria used in the classification	Lecture	structural
3	2	Basic components of the census form	Components of the census form	Lecture	structural
4	2	Characteristics of census, sample survey, and population vital records	How to extract the social characteristics of a community from a census form	Lecture	structural
5	2	densely populated areas	The most densely populated areas world in the	Lecture	structural
6	2	sparsely populated areas	Natural and human causes of population decline	Lecture	structural
7	2	exam	First month exam	Lecture	structural
8	2	Calculative and physiological density	Density laws and their applicability	Lecture	structural
9	2	Continental and island	Defining the concept of	Lecture	structural

			continental and island geography from a population geography perspective		
10	2	Factors affecting fertility	The difference between fertility and death	Lecture	structural
11	2	Fertility and fertility measurements	Using fertility equations	a lecture	structural
12	2	exam	Second month exam	Lecture	structural
13	2	Mortality and mortality measures	Defining death and identifying the most important mortality indicators	Lecture	structural
14	2	Population pyramid and its types	Practice drawing the population pyramid	a lecture	structural
15	2	Modern trends in birth control and family planning	Identifying the most important methods of birth control	a lecture	structural

33.Infrastructure

Required textbooks .1	...Textbooks
(Main references (sources .2	–Population Geography by Dr. Abdul Ali Al Khaffaf... and Population Geography by Dr. Rihani–Abdul Makhour Al
a) Recommended books and scientific journals,) references (.reports, etc	UNESCO World Organization reports... United Nations reports
b) Electronic references, ...websites	Arab Geographers Forum

