



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

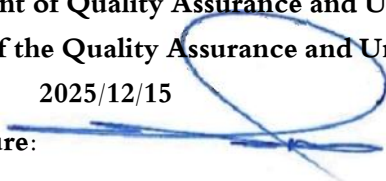
The file is checked by:

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.

THIRD STAGE

Course Description Form

1. Course Name:	
Geography Transport & trade	
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)	
Lec. Ali T. J.	
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

• Educational institution	University of Diyala / College of Basic Education
• Scientific Department / Center	Cultural Materials / Geography Department
• Course Name/Code	/ General ArabicUniv3112
• Available forms of attendance	mandatory
• Semester/Year	Fifth/Third
• Total number of study hours	hours 30
Date this description was prepared	2025/12/15
Course objectives: By the end of the academic year, the student will be able to	
1- .Providing students with a set of grammatical rules	
2- .Developing students' writing skills and drawing letters correctly	
3- Equipping students with the ability to evaluate themselves by training .correct them them to discover their mistakes and work to	
4- Enabling students to learn the skills of understanding, explaining, and .expressing their reactions to different situations using grammatical rules	
5- Enabling students to learn about the characteristics, features, and purposes .c and Umayyad literatureof Islami	
Course outcomes, teaching and learning methods, and assessment	

Cognitive objectives –A

Knowledge and understanding –A1

Enabling students to know the grammatical rules and apply them –A2
.correctly

paying attention, listening, and following Accustoming students to –A3
.along

Enabling students to gain knowledge and understanding using –A4
.punctuation marks

A5. Enabling students to write quickly for its necessities and to use
.grammatical rules correctly

o gain knowledge and understanding of Islamic and A6. To enable students t
.Umayyad literature topics

Objectives –B Marathi Specific to the course.

.Skills in applying and solving exercises related to the topic –B1

Teaching and learning methods

1- Clarifying and explaining the course material.

.The lecture method is accompanied by questioning –2

.learning method–The self –3

Assessment methods

1. Daily tests with specific questions.

.Assigning grades for homework and class participation –2

.Assigning students to complete reports on the course material –3

. Monthly tests with objective and essay questions –4

based objectives–Affective and value –C

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

Teaching and learning methods

1- Clarifying and explaining the course material.

.The lecture method is accompanied by questioning –2

.learning method–The self –3

Assessment methods

1- Daily and monthly tests.

.the topics Homework and preparing reports on –2

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

.Skills in using references and terminology –D1

.Skills in gathering and analyzing information about topics –D2

.cific concepts about the entire subjectSkills in developing spe –D3

Course structure

Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
1	Gram –mar 2	to learn The concept of accusative nouns in general, and the noun of "inna" and its .in particular sisters	The name of Inna and its sisters	Explanation and clarification using discussion and questioning	Formative assessment
2	Gram –mar 2	to learn The concept of accusative nouns in general, and the predicate of "kana" and its sisters in .particular	The predicate of "kana" and its sisters	Explanation and clarification using discussion and questioning	Formative assessment
3	Gram –mar 2	Learn the concept of transitive verbs that take more than one object	The object	Explanation and clarification scussion using di and questioning	Formative assessment
4	Gram –mar 2	Learn the concept of transitive verbs that take more than one object	The absolute object and the object of the verb	Explanation and clarification using discussion and questioning	Formative assessment
5	Gram	Learn the concept of	The object of	Explanation and	Formative assessment

	-mar 2	transitive verbs that take more than one object	purpose and the object of accompaniment	clarification using discussion and questioning	ve assessm ent
6	Gram -mar 2	exam First month			
7	Litera -ture 2	Understanding Islamic and Umayyad literature, its status and its main purposes	Studying Islamic and Umayyad Literature: Its Status and Main Purposes	The lecture was accompanied by questioning and .discussion	Forma ve assessm ent
8	Litera -ture 2	Analysis and preservation of the sermon of the Holy Prophet (PBUH) during the Farewell Pilgrimage	The sermon of the Holy Prophet (PBUH) during) the Farewell Pilgrimage	The lecture was accompanied by questioning and .discussion	Forma ve assessm ent
9	Litera -ture 2	Learn about the life of the poet Ka'b ibn Zuhayr while memorizing(10) (verses)	Ka'b ibn Zuhayr from -the poem (Al (Burda	The lecture was accompanied by questioning and .discussion	Forma ve assessm ent
10	Litera -ture 2	about the life Learn -of the poet Al Farazdaq and analyze his poem while memorizing .(verses 10)	From the -satires of Al Farazdaq	The lecture was accompanied by questioning and .discussion	Forma ve assessm ent
11	Dictat 2- ion	Teaching and understanding the rules for writing the	Rules for writing the medial and	Explanation and clarification	Forma ve assessm

		medial and final hamza	final hamza		en
12	Dictat 2- ion	Teaching and understanding punctuation rules	punctuation marks	Explanation and clarification	Forma ve assessn ent
13	Dictat 2- ion	Teaching and knowing how to write the closed and 'open taa	The closed taa and the open taa	Explanation and clarification	Forma ve assessn ent
14	Dictat 2- ion	Knowing how to with write tanween Training on it	Writing practice Places of Tanween	Explanation and clarification	Forma ve assessn ent
15	Dictat 2- ion	Second month exam			

Infrastructure	
1. Required textbooks	nothing
2. Main references (sources)	1- Ibn Aqil's commentary on Ibn Malik's Muhammad Muhyiddin Abdul - Alfiyya Hamid Abu Hisham Naoum -Unique Dictation -2 Jirjis Zarazir
a) Recommended books and references: scientific journals, reports (....,	Utilize sources related to general Arabic .(grammar, literature, spelling) topics
b) Electronic references, ...websites	Taking advantage of websites

Course Description

• Educational institution	College of Basic Education / University of Diyala
• / Scientific Department Center	Materials Educational/ Geography Department
• Code / Name	/ Research Methods Coll 3209
• Available forms of attendance	mandatory
• Year / Semester	Third / Fifth

• of study hours Total number	hours 45
• 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 Science and scientific research	
2. Learn : Research problem and hypotheses	
3- Learn Study group	
4- Learn . Data collection tools	
5- Learn . Preparing the research report	
6- Learn . Libraries and scientific research	
7- Learn Summarizing a Master's or Doctoral thesis by students	

Course outcomes, teaching and learning methods, and assessment

Cognitive objectives - A

Understanding Knowledge and - A

of Enabling students to acquire knowledge and understanding of the stages –A1

acquiring knowledge

of the nature of Enabling students to acquire knowledge and understanding –A2

. science, the goals of science, and the characteristics of research

Enabling students to gain knowledge and understanding in reviewing the –a3

.literature related to the research problem

standing in libraries and Enabling students to acquire knowledge and unde –A4

scientific research

Objectives - B Marathi Specific to the course.

Skills in educational research and its steps –B1

the sources of obtaining the problem related to Skills –B2

data collection tools related to Skills –B3

report Skills in preparing a research –B4

in summarizing a master's or doctoral thesis by students Skills –B5

Teaching and learning methods

L- Clarification and explanation of the course material

How to display the form -2

Lecture method -3

Learning method-Self -4

Assessment methods

L. Daily tests with specific questions

Assigning grades for homework and class participation -2

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

Monthly tests with objective and essay questions -4

Based objectives-Affective and value - C

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

Ethical considerations in educational research of Recognizes the importance -C2

Teaching and learning methods

L- Explanation and clarification

How to display the form -2

Learning method-Self -3

Assessment methods

L- Theoretical tests.

Reports and studies -2

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

Terminology Skills in using references and -D1

in collecting and analyzing data on the subject Skills -D2

in interpreting theorems Skills -D3

making skills- Comparison -D4

in developing specific concepts about the topic Skills D5

Course structure

Week	Hours	Required learning outcomes	Topic Name /	Teaching method	Evaluation Method
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1	3	to learn Stages of acquiring knowledge. Learn what science is, the goals of science, and the characteristics of .research Learn about educational research and its .steps Learn about ethical considerations in .educational research	Science and scientific research	Explanation and clarification	Formative assessment
2	3	to learn Research classification: .Descriptive research Experimental .research Historical research	Science and scientific research	Explanation and clarification	Formative assessment
3	3	to learn Sources of the problem. Rules for formulating the .problem	Research problem :and hypotheses	Explanation and clarification	Formative assessment
4	3	to learn Search variables. Research .hypotheses Reviewing the literature related to the	Research problem :and hypotheses	Explanation and clarification	Formative assessment

		research . problem				
5	3	Learn the procedure The .questionnaire Interview	Study group	Show model	Formative assessment	
6	3	to learn .Note	Study group	Lecture	Formative assessment	
7	3	First month exam: objective and essay tests				
8	3	learn to Preparing .the research report	Preparing the .research report	Lecture	Formative assessment	
9	3	to learn Preparing .the research report	Preparing the .research report	Lecture	Formative assessment	
10	3	to learn Libraries and Scientific Research	Libraries and Scientific Research	Lecture	Formative assessment	
11	3	to learn Libraries and Scientific Research	Libraries and Scientific Research	Lecture	Formative assessment	
12	3	Summarizing a master's or doctoral .thesis by students	Summarizing a master's or doctoral .thesis by students	Lecture	Formative assessment	
13	3	Summarizing a master's or doctoral .thesis by students	Summarizing a master's or doctoral .thesis by students	Lecture	Formative assessment	
14	3	Summarizing a master's or doctoral .thesis by students	Summarizing a master's or doctoral .thesis by students	Show model	Formative assessment	
15	3	Second month exam: objective tests And my article				

Infrastructure

1. Required textbooks	nothing
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2. (sources) Main references	Rahim ,Azzawi–Al Younes Krou, 2008, Introduction to Scientific Research Methodology, st 1 Edition, Dar Dijla Printing and . Publishing, Amman, Jordan
a) Recommended books and references: scientific journals reports , (....,	Daoud, Aziz Hanna And Abd Rahman, Anwar ,Hussein1990 AD, , <u>Educational Research Methods</u> Ministry of Higher Education and Hikma –Scientific Research, Dar Al for Printing and Publishing, .University of Baghdad, Iraq
, b) Electronic references ... websites	Any website related to educational research

Course Description

• Educational institution	College of Basic Education
• Scientific Department / Center	Geography Department / Educational Materials
• Code / Name	/ Measurement and EvaluationColl 3211
• Available forms of attendance	mandatory

• Year / Semester	Third / Sixth
• of study Total number hours	hours 45
• Date this description was prepared	2025/12/15
• Course Objectives	
:This course aims to help students achieve the following	
1- concepts of measurement and Understanding the scientific meaning of the .evaluation and the difference between them	
2- To understand the importance of evaluation and to identify its main areas, .steps and types	
3- .Equipping students with the skill to prepare different types of tests	
4- students with the practical skills of the fundamentals of Equipping 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 ds of teaching, learning, and assessmentMetho

Cognitive objectives - A

Enabling students to acquire knowledge and understanding of the concept -A1
 . evaluation of measurement and

Enabling students to gain knowledge and understanding of the concept of -A2
 . tests personality

Enabling students to gain knowledge and understanding of the concept of -A3
 . tests oral and written

g of the concept Enabling students to acquire knowledge and understandin -A4
 . essay tests and of objective

Enabling students to gain knowledge and understanding of how to prepare -A5
 . tests

Enabling students to gain knowledge and understanding of how to prepare -A6
 . map a test

B- Objectives Marathi Specific to the course.

Special skills in distinguishing between the concepts of measurement and -B1
 . evaluation

. specifications table or test map a Skills in how to prepare -B2

Skills in choosing the appropriate test to measure the extent to which the . achieved set goals have been . in preparing a set of behavioral objectives Skills –B4	–B3
Teaching and learning methods	
Interrogation and discussion . d to prepare sample objective and essay tests Students are require	
Assessment methods	
• Daily, monthly, and term tests. • . lesson in front of the students–Conduct a mini • . Practical tests in creating models for objective and essay tests	
C- based objectives–value Affective and Developing students’ attitude towards using innovations and developments –C1 . methods in teaching . sciences Keeping up with developments in educational and psychological –C2 . profession Developing students' attitude towards the teaching –C3 –C4	
Teaching and learning methods	
brainstorming solving method–Problem programmed learning	
Assessment methods	
Daily and monthly tests .(application) Practical tests	

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

. modern resources **using** The skill of -D1

. skill of benefiting from the latest developments in the educational field **The -2**

students The skill of performing a practical lesson in front of -D3

. test according to scientific principles **a** The skill of preparing -D4

• **Course structure**

Week	Hours	Required learning outcomes	Topic Name /	Teaching method	Evaluation Method
the first	hours 3	The ability to define and understand assessment and measurement and the relationship between them	Calendar: its concept, types, and fields. : its concept, characteristics, and relationship to .evaluation	Lecture and questionin g method	Daily test
the second	hours 3	Enabling students to know and understand Steps for building tests The achievement of Teacher preparation includes identifying the importance of behavioral .objectives	Types of tests and measurements Educational and psychological Steps for building tests The achievement of Teacher preparation includes identifying the importance of .behavioral objectives	Cooperati ve learning	Daily classroom participati on
the third	hours 3	Enabling students to know and understand Principles of	Principles of determining test items/item distribution The test Light of the weights of the objectives and the	Presentatio ,n questionin g,	Classroom participati on in preparing

		determining test items/item distribution The test weights Light of the of the objectives and curriculum content	curriculum content. Behavioral objectives: definition, characteristics, and levels	discussion	the lecture
Fourth	hours 3	Enabling students to know and understand Types of test items, their characteristics, and the principles of their .formulation	Types of test items, their characteristics, and the principles of their .formulation	group discussion	Classroom participation in preparing the lecture
Fifth	hours 3	Enabling students to know and understand Paragraph drafting Tests and their types Principles of paragraph arrangement Principles of test application	Paragraph drafting Test and their types Principles of paragraph arrangement Principles of test application	Lecture	Classroom participation in preparing the lecture
Sixth	hours 3		Monthly exam		
Seventh	hours 3	Enabling students to know and understand Honesty: its definition, types, and mechanisms for .identifying honesty Stability: its definition and characteristics	Honesty: its definition, types, and mechanisms .for identifying honesty definition Stability: its and characteristics	delivery And the argument	Classroom participation in preparing the lecture
Eighth	hours 3	Enabling students to know and understand oral exams	oral exams	Presentation and questioning	Classroom participation in preparing lecture the

Ninth	hours 3	Enabling students to know and understand Intelligence tests: definition and types	Intelligence tests: definition and types	Presentation and questioning	Class participation in Preparing the lecture
tenth	hours 3	Enabling to students know and understand Personality and tendencies assessments	Personality and tendencies assessments	Presentation, questioning, and discussion	Classroom participation in preparing the lecture
eleventh	hours 3	Enabling students to know and understand Measuring instruments -Non testing	Measuring instruments -Non testing	Presentation and questioning	Classroom participation in preparing the lecture
twelfth	hours 3		monthly exam		

- **Infrastructure**

1. Required textbooks	-
2. Main References (Sources)	Tests Ahsaliyah–Al Schoolwork (Principles of Constructing and Analyzing Questions) .Prof. Dr – Abdul Wahid Hamid Kubaisi–Al Mr. Dr Hadi Mishaan Rabee
a) Recommended books and references(, scientific journals (reports (....,	assessment and measurement Psychological Educational symbolism The stranger Principles of educational measurement and evaluation for university students and teachers Arabic, seven Abu Labdeh
websites , b) Electronic references ...	A number of educational websites

Course description template

Course Description

1. Educational institution	College of Basic Education
2. Scientific Department / Center	Educational Materials / Geography Department
3. Course Name/Code	General teaching methods
4. Available forms of attendance	mandatory
5. Semester/Year	Sixth/Third
6. Total number of study hours	hours 30
7. Date this description was prepared	2025/12/15
8. Course Objectives	
Students' understanding of the concept of teaching methods .1	
teaching methods Students' awareness of the importance of .2	
Identifying the most commonly used methods .3	
Identifying the most important trends and innovations in teaching methods .4	
Learning teaching methods for mastery and creativity .5	
strategies Students' knowledge of teaching diversification and .6	

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

Cognitive objectives -A

Enabling students to acquire knowledge and understanding of the concept -A1
of teaching methods

understanding of the concept Enabling students to acquire knowledge and -A2
of teaching strategies

Enabling students to acquire knowledge and understanding of the concept -A3
of teaching methods

Enabling students to acquire knowledge and understanding of the concept -A4
of commonly used teaching method

Enabling students to acquire knowledge and understanding of the concept -A5
of diversified teaching

Enabling students to acquire knowledge and understanding of the concept -A6
of trends and innovations in teaching methods

objectives of the course related -The skills -B

Special skills in distinguishing between methods –B1

Special skills in analyzing and interpreting each method in terms of its -B2
advantages and disadvantages

Skills in choosing the best teaching method –B3

Skills in how to integrate more than one method in a single lesson Special skills i -B4

Teaching and learning methods

Delivering the lecture .1

Interrogation and discussion .2

Requiring students to write a daily lesson plan .3

lesson-mini Students are required to prepare and present a .4

Assessment methods

Daily, monthly, and term tests with objective and essay questions .1

Practical tests in writing a daily lesson plan .2

lesson for the student in front of his classmates-Conducting a mini .3

objectives based-Affective and value -C

Developing a spirit of development and renewal -C1

Keeping up with the latest innovations and developments in teaching -Q2
methods

Keeping pace with the use of technology in education -C3

l and psychological Keeping abreast of global developments in educationa -Q4
sciences

Teaching and learning methods

brainstorming
solving method-Problem
programmed learning

Assessment methods

Written exams
(Practical tests (application

employability and personal General and transferable skills (other skills related to -D
.(development
Uses modern and advanced sources -D1
Utilizing technology in learning and teaching -D2
-D3
-D4

11.Course structure

Evaluation Method	Teaching method	Unit/Topic Name	Required learning outcomes	Hours	Week
Classroom participation in preparing the lecture	delivery Interrogation discussion	Teaching methods: their nature, curricula, and the need for them	Enabling students to know and understand the nature of teaching methods and curricula and the need for them	2	the first
Classroom participation in preparing the lecture	delivery Interrogation discussion	Key elements in curriculum teaching	Enabling students to know and understand the basic elements of teaching	2	the second
Classroom participation in preparing the lecture	delivery Interrogation discussion	The appropriate teaching method, the factors influencing its selection, evaluation, and .up-follow	Enabling students to know understand and the appropriate teaching method, the factors influencing its selection, and the evaluation up -and follow .process	2	the third
Classroom participation in preparing the lecture	delivery Interrogation discussion	elocution Images of the art of recitation , its advantages and disadvantages, and reasons for .preferring it	To enable students to know and understand the concept of presentation methods and Its images, advantages, and	2	Fourth

			disadvantages		
Classroom participation in preparing the lecture	delivery Interrogation discussion	group discussion Its advantages and disadvantages	Enabling students to know and understand the concept of group discussion	2	Fifth
Classroom participation in preparing the lecture	delivery Interrogation discussion	The inductive and deductive method: its steps, and ,advantages disadvantages	Enabling students to know and understand the concept of the inductive and deductive method	2	Sixth
Classroom participation in preparing the lecture Daily tests	delivery Interrogation discussion	Live questioning methods and types of classroom questions	Enabling students to know and understand the concept of live questioning	2	Seventh
Classroom participation in preparing the lecture	delivery Interrogation discussion	Team learning and programmed learning	Enabling students to know and understand the concept of team learning and the concept of programmed .learning	2	Eighth
Classroom participation in preparing the lecture And it applies practically	delivery Interrogation discussion	learning -Micro and correspondence education	Enabling students to learn about and understand learning -micro and correspondence .education	2	Ninth
Classroom participation in	delivery Interrogation	Teaching planning	Enabling students to know and understand	2	tenth

preparing the lecture And it applies practically	discussion		lesson planning		
Classroom participation in preparing the lecture	delivery Interrogation discussion	The concept of diversifying teaching and the psychological and educational foundations of diversifying teaching	Enabling students to know and understand the concept of differentiated instruction and the psychological and educational foundations of differentiated instruction	2	eleventh
Classroom participation in preparing the lecture Daily exams	delivery Interrogation discussion	Important skills for implementing a teaching diversification strategy	Enabling students to know and understand	2	twelfth
Classroom participation in preparing the lecture Daily tests	delivery 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	delivery Interrogation discussion	playing -Role method	Enabling students to know and understand how to play the role	2	fourteenth

And it applies practically					
Classroom participation in preparing the lecture And it applies practically	delivery Interrogation discussion	brainstorming method	Enabling students to learn and understand the brainstorming method	2	fifteenth

12.Infrastructure

Required textbooks .1	The latest publications on teaching methods and .strategies, covering the prescribed curriculum
(Main references (sources .2	Dr. Dawood Maher Mohammed and Majid Mahdi Mohammed: Fundamentals of General Teaching Methods Amin: General Teaching Methods for –Shaker Al Social Studies The trick: teaching methods and strategies
a) Recommended books and references (scientific journals, (.reports, etc	
b) Electronic references, ...websites	

Description Course

9. Educational institution	College of Basic Education
10. Department / Scientific Center	Geography
11. Course Name/Code	/ Geography of IraqGeo 3320
12. Available forms of attendance	mandatory
13. Semester/Year	Fifth/Third
14. number of study Total hours	hours 45=15*3
15. Date this description was prepared	2025/12/15
16. Course Objectives	
To enable students to know and understand the most prominent topics in the -1 .geography of Iraq accurately	
of the Enabling students to understand the reasons for the emergence -2 geography of Iraq	
Introducing students to the most important sources and references used in -3 teaching the subject	
Enabling students to analyze the most important geographical phenomena in -4 Iraq and compare them with other countries	

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

Cognitive objectives -A

Enabling the student to acquire knowledge and understanding through -A1 comprehending the subject of Iraqi geography

understanding of the Enabling the student to acquire knowledge and -A2 reasons for the emergence of the Iraqi extremism

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

Understanding of the most important geographical phenomena of Iraq that have preoccupied researchers and geographers -A4

Enabling the student to acquire the knowledge and understanding to analyze and interpret Iraq's sites -A5

Knowledge and understanding of the most prominent researchers in the geography of Iraq -A6

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

area and location To compare the governorates of Iraq in terms of - B1

Analyzes the reasons behind the formation of the surface of Iraq - B2

Writing a paper or research on any topic in geography about Iraq is - B3
required

Gathers information about Iraq -B4

and learning Teaching methods

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

Prepare the lectures according to the sequence mentioned in the course 1.
syllabus by using the aforementioned information sources

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

ked to submit papers relating to one or more of the topics under Students are as 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

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 should consider the mental levels (remembering, understanding, applying, analyzing, evaluation grade accounting for 40% of synthesizing, and evaluating), with the evaluation the total achievement, taking into account the student's attendance and the extent .of their daily participation

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

Affective objectives: that the student be able to -C analyze maps of Iraq To interpret and -Q1 To differentiate between governorates in terms of their geological -C2 formation and history of origin Some famous geographical researchers evaluate -Q3 Explain the reasons for the appearance of some geographical phenomena -Q4 surface of Iraq and not in other countries on the	
Teaching and learning methods 1-Method of delivery and lecturing 2-brainstorming Simulation method	
Assessment methods 1- Written tests to measure the student's ability to think, analyze, and deduce 2- research papers on some aspects of the geography of Iraq Writing Daily exams with questions that require critical thinking and deduction	
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 Uses contemporary sources and references -D1 Forming a group of students to study a specific phenomenon in Iraq -D2 ted to geography to increase and diversify Utilizing state institutions rela -D3 students' knowledge Utilizing documentation centers and libraries that contain manuscripts and -D4 geographical maps	

14.Course structure

Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
1	3	Iraq site	Its astronomical and geographical location, the area of Iraq, the borders of Iraq	The cruel	Classroom participation in preparation
2	3	The historical dimension of Iraq	A brief history of Iraq throughout the ages	The cruel	Classroom participation in preparation
3	3	Geological structure of Iraq	The geological structure of Iraq, geological eras, and the morphological composition of Iraq	The cruel	Classroom participation in preparation
4	3	Iraq's surface	The main topographical divisions of Iraq (mountains, valleys, plateaus, (.plains, etc	The cruel	Classroom participation in preparation
5	3	First month exam	Vocabulary covered from the first week until the day of the exam	The cruel	Classroom participation in preparation
6	3	Iraq's climate	Climate elements temperature, rainfall,) humidity) are factors .affecting Iraq's climate	The cruel	Classroom participation in preparation
7	3	climatic regions	Climatic regions, their geographical distribution	The cruel	Classroom participation

					tion in preparati on
8	3	natural plant	Its distribution, types of natural plants, its importance, and factors affecting its .distribution	The cruel	Classroom participa tion in preparati on
9	3	Plant regions	Its geographical factors ,distribution affecting the distribution	The cruel	Classroom participa tion in preparati on
10	3	Water resources	Types, importance, geographical distribution	The cruel	Classroom participa tion in preparati on
11	3	Second month exam	Vocabulary after the monthly exam first	The cruel	Classroom participa tion in preparati on
12	3	Iraqi population	Age and gender composition of the population Their geographical distribution; factors influencing distribution	The cruel	Classroom participa tion in preparati on
13	3	Economic activities	Agriculture, industry, mining: their types and geographical distribution	The cruel	Classroom participa tion in preparati on
14	3	Transportation	Its types, its components, and the .factors affecting it	The cruel	Classroom participa tion in preparati

					on
15	3	commerce	Its types, its importance, and the .factors that influence it	The cruel	Classroom participation in preparation

15. Curriculum Development Plan

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

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

Course Description

17. Educational institution	College of Basic Education
18. Department / Scientific Center	Geography
19. Course Name/Code	/ Geographic Information SystemsGeo 3321
20. Available forms of attendance	mandatory
21. Semester/Year	Third year/Fifth semester
22. number of study Total hours	45
23. Date this description was prepared	2025-12-15
24. familiar with the following :concepts	To ensure the student is : Course objectives

Understanding the concept of Geographic Information Systems (GIS) and their uses -1
Training students on the use of Geographic Information Systems (GIS) software -2
acquired from the subject of To accustom students to using the information -3 Geographic Information Systems in other geographical studies
To increase the scientific and cultural wealth of students by encouraging them -4 to memorize and apply some programs and information related to the subject of aphic Information SystemsGeogr

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 To enable students to gain knowledge -A2
 framework of geographic technologies
 and understanding of Geographic Enabling students to gain knowledge -A3
 (Information Systems (GIS

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

Writes a research paper and studies in the field of Geographic Information -B1
 Systems

Memorizes the types of Geographic Information Systems (GIS) programs -B2
 and their areas of application

.Students learn to use Geographic Information Systems (GIS) software -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 scheduled semester exam, which accounts for 60% of the grade, is-of-The end .2 according to the Ministry's timetable. The questions must cover the entirety of the course content and the mental levels (remembering, understanding, applying, (analyzing, synthesizing, and evaluating
hat the student be able tobased objectives: t-Affective and value -C geographic in and developers Students appreciate the efforts of scientists -1 .facilitating its study information systems and their contribution to geographical problems and their relationship to geographic Students discuss -2 .formation systemsin -3 on Geographic Information Systems (GIS) Students express their opinion .programs and their uses
Teaching and learning methods
Lecture or presentation -1 Interrogation -2 Discussion -3
Assessment methods
in the course evaluation processes that take place during It is implicitly included .and at the end of the semester Using assessment through objective tests -1 - 2 practical tests in the Geographic Information Systems (GIS) Using laboratory
other skills related to employability and) General and transferable skills -D (personal development Enabling students to write a research paper on Geographic Information -1 Systems ships Developing students' ability to analyze factors and the interrelation -2 .between geographical phenomena in geographic information systems

Enabling students to use maps, diagrams, aerial photographs , and satellite -3
imagery in geographic information systems (GIS) for analyzing geography
.topics

17.Course structure

Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
1	3	Enabling students to know and understand the definition of Geographic Information Systems .(GIS)	The concept of .1 information systems Geographic Information Systems	Lecture	Class participation and daily quiz
2	3	To enable students to know and understand the historical development of information systems and their components	Historical development of Geographic Information Systems Components of .3 Geographic Information Systems	Lecture and questioning	Class participation and daily quiz
3	3	Enabling students to know and understand the conditions for the availability of its .software	Requirements for Geographic Information Systems (GIS) software)	Lecture and discussion	Class participation and daily quiz
4	3	Enabling students to know and understand the benefits of using Geographic Information .(Systems (GIS	Benefits of using .4 Geographic Information Systems	Lecture and questioning	Class participation and daily quiz
5	3	Enabling students to know and understand the relationship between geographic information systems and remote sensing	The relationship of Geographic Information Systems (GIS) to other sciences) The relationship between geographic systems information and remote sensing	Presentation and discussion	Class participation and daily quiz
6	3		First month exam		
7	3	Enabling students to know and understand the relationship between information systems and the sciences of statistics and cartography	The relationship between Geographic Information Systems and Statistics The relationship between Geographic Information Systems (GIS) and Cartography)	Presentation and questioning And my work	Class participation and daily quiz

8	3	To enable students to and understand the know relationship between information systems and the sciences of geography and computer science	The relationship between Geographic Information Systems (GIS) and Geography) The relationship between Geographic Information Systems (Computer GIS) and Co) Science	Presentati on and discussion And my work	Class participa tion and daily quiz
9	3	Enabling students to know and understand geographic databases	Geographic Database The concept of a geographic database	Presentati on and discussion And my work	Class participa tion and daily quiz
10	3	Enabling students to know and understand database design requirements	Geographic database design requirements Geographic database : (structure (its types	Presentati on and questionin g And my work	Class participa tion and daily quiz
11	3	Enabling students to know and understand the types of geographic databases	hierarchical structure Network structure	Presentati on and questionin g And my work	Class participa tion and daily quiz
12	3		Second month exam		
13	3	students to Enabling know and understand the relational structure and components of a geographic database	Relational structure Components of a geographic database	Presentati on and questionin g And my work	Class participa tion and daily quiz
14	3	to Enabling students know and understand the stages of database design .and data types	Database design stages Data types (descriptive (spatial -	Presentati on and practical applicatio n	Class participa tion and daily quiz
15	3	Enabling students to know and understand data sources and their	-Data sources (primary (secondary -Data structure (linear	Presentati on and questionin	Class participa tion and

		structure	(area	g And my work	daily quiz
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18.Infrastructure

Required textbooks .1	-----
(Main references (sources .2	-Geographic Information Systems (GIS) Introduction to GIS / General Directorate for Curriculum Design and Development
a) Recommended books and scientific journals,) references (.reports, etc	Geographic Information Systems (GIS) from the Ahmed Saleh / Beginning
b) Electronic references, ...websites	ESRI company website

Course Description

25. Educational institution	College of Basic Education
26. Department / Scientific Center	Geography
27. Name/Code Course	/ Industrial GeographyGeo 3322
28. Available forms of attendance	mandatory
29. Semester/Year	Fifth semester / Third stage
30. number of study Total hours	30
31. Date this description was prepared	2025/12/15
32. familiar with the following To ensure the student is : Course objectives :concepts	
The concept of industrial geography and its importance for the student .1	

The concept of scientific theories related to industrial geography -2
Types of approaches used in industrial geography -3
of preparing for the lesson and how to convey information to the student The importance -4
Knowledge of the correct scientific methods used in studying industrial geography -5

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

objectives Cognitive -A

- 1- .The student should understand the importance of industrial geography
- 2- To understand the theories and principles of classifying industrial activity
- 3- .The student should be able to analyze industrial sites
- 4- .ndustrial activityThe student should identify problems in i

Students should .the course of skills objectives The following are the specific -B
develop skills in the following concepts

- 1- The student should be able to categorize small and large industrial establishments
- 2- factors of industrial localization Analysis of industries and

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 across the weeks of the semester, and the assessment the distribution of topics :methods that will be followed, as follows

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

Assessment methods

1. Conduct two semester exams, the first after the fifth week of the semester and .1 the second after the eleventh week of the semester. Each exam should consider the mental levels (remembering, understanding, applying, analyzing,

with the evaluation grade accounting for 40% of , (synthesizing, and evaluating the total achievement, taking into account the student's attendance and the extent .of their daily participation

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

Affective objectives: that the student be able to -C
the geography of industry Define 1-C
shows the basis for classifying industrial activity 2-C
explains the factors of industrial localization 3-C

Teaching and learning methods

The direct teaching method is usually used, where skills are taught directly and explicitly, reinforced by modern methods such as presentations or .demonstrations of the curriculum

Assessment methods

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

- Employing acquired skills in teaching knowledge specific to the subject of industrial geography
- demonstrating Select examples from the basic education curriculum, each .the skills covered in the course

20.Course structure

Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
1	2	What is industrial geography? / The concept of industrial geography and its other relationship to sciences	What is industrial geography? / The concept of industrial geography and its relationship to other sciences	Discussion and questioning	Formative assessment
2	2	Research methodologies and data sources in industrial geography	Research methodologies and data sources in industrial geography	Discussion and questioning	Formative assessment
3	2	Principles of Industrial Activity Classification/Factors of Industrial Location	Principles of Industrial Activity Classification/Factors of Industrial Location	Discussion and questioning	Formative assessment
4	2	Raw materials/market/capital	Raw materials/market/capital	Discussion and questioning	Formative assessment
5	2	Government policy/Labor force/Energy and fuel/Transport	Government policy/Labor force/Energy and fuel/Transport	Discussion and questioning	Formative assessment
6	2	Monthly test	Monthly test	Discussion and questioning	Formative assessment
7	2	Industrial Site Analysis/Industrial Site Theories	Industrial Site Analysis/Industrial Site Theories	Discussion and questioning	Formative assessment
8	2	Industrial planning / Regional development	Industrial planning / Regional development	Discussion and questioning	Formative assessment
9	2	Regional patterns of industrial distribution	Regional patterns of industrial distribution	Discussion and questioning	Formative assessment
10	2	Industrial	Industrial	Discussion	Formative

		concentration/industrial dispersion	concentration/industrial dispersion	n and questionin g	e assessme nt
11	2	Characteristics of industrial activity	Characteristics of industrial activity	Discussio n and questionin g	Formativ e assessme nt
12	2	Problems of industrial activity, with emphasis on Iraqi industry	Problems of industrial emphasis activity, with on Iraqi industry	Discussio n and questionin g	Formativ e assessme nt
13	2	Capital / Market	Capital / Market	Discussio n and questionin g	Formativ e assessme nt
14	2	Technology/Environmen tal Pollution	Technology/Environme ntal Pollution	Discussio n and questionin g	Formativ e assessme nt
15		Final exam	Final exam	Discussio n and questionin g	Formativ e assessme nt

21.Infrastructure

Required textbooks .1	Nothing
Sources and references used -2	Industrial Geography from a Contemporary -Muhammad Azhar Al .Perspective / Dr Sammak / First Edition / 2008 Industrial Location and Spatial Development Kinani / First -Policies / Dr. Kamel Kazem Al Edition / 2008
Recommended books and -3 references (scientific journals and (.reports, etc	ources relevant to the Utilize periodicals and res .course
Electronic references/websites -4	Utilizing the international information network as additional resources

template Course description

. The subject is the geography of the Americas

33. Educational institution	College of Basic Education
34. Scientific Department / Center	Geography
35. Course Name/Code	3 / Geography of the AmericasGeo 332
36. Available forms of attendance	mandatory
37. Semester/Year	Sixth/Third
38. Total number of study hours	hours 30

39. Date this description was prepared	2025/12/15
40. Course Objectives	
1– Students' knowledge of the geography of the Americas	
2– the of divisions Students' knowledge of the surface characteristics and Americas	
3– Students will learn how to distinguish between the natural aspects and divisions of the continent, and the various economic activities of the population, such as population distribution, agriculture, mining, and trade, .etc	

22.	Course outcomes, teaching and learning methods, and assessment
Cognitive objectives –A	
Enabling the student to acquire theoretical knowledge of the –A1 geography of North America	
Enabling the student to acquire knowledge and understanding –A2 ion of the continent according to its political units of the divis .(countries)	
Enabling the student to acquire knowledge and understanding –A3 of the most important sources and references for the geography of the New World	

and understanding Enabling the student to acquire knowledge –A4 of the field study specific to the continent Enabling the student to acquire the knowledge and –A5 understanding to analyze the concept of the Kuldler Mountains system and its divisions understanding Enabling the student to acquire knowledge and –A6 about the stages of development of landforms on the continent and the factors affecting them	.related objectives of the course –The skills –B Special skills in distinguishing between the Rocky Mountain –B1 system and the Laplash Mountain s Special skills in analyzing and interpreting the components of –B2 population activities within the continent Special skills in how to apply a drawing of the continent and –B3 illustrate some of its main features
Teaching and learning methods	
1– lecturing or giving a presentation 2– (Practical demonstration (using the geography lab 3– Students are encouraged to visit the library and consult resources .for a geography study of the New World 4– availability of The field study related to the continent, based on the .information in libraries	
Assessment methods	
4– Daily tests with specific questions 5– Assigning grades for homework and class participation 6– Monthly tests with objective and essay questions	

based objectives–Affective and value –C

interpret and analyze the regional geography of North America To –A1

To differentiate between industrial regions, agricultural regions, .trade and transport in the continent –Q2

Some famous geographical researchers in the field of New World geography evaluate –Q3

Explain the geographical phenomena affecting population distribution in the continent –Q4

Teaching and learning methods

3– solving method–Problem

4– brainstorming

5– Simulation method

6– Interrogation method

Assessment methods

3– student's ability to think, analyze, and deduce Written tests to measure the

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

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

Uses contemporary sources and references –D1

Forming a group of students to study and solve some statistical –D2

important rivers in the continent problems about the most
Utilizing state institutions that draw maps related to the –3
geography of the Americas
Benefiting from planning centers and the Central Statistical –D4
Organization affiliated with the Ministry of Planning

23. structure Course

Week	Hours	Required learning outcomes: To enable students to know and understand	Unit/Topic Name	Teaching method	Evaluation Method
1	2	Geography of the Americas	General overview of the regional geography of the continent	Lecture	structural
2	2	tectonic movements that led to the formation of the continent's surface sections	Classification of the movements and landforms that resulted from them	Lecture	structural
3	2	The most important parts of the continent's surface	List of surface and sections their components	Lecture	structural
4	2	Water resources on the continent	How to utilize the continent's water resources for various purposes	Lecture	structural
5	2	Continent's climate	The most densely populated areas	Lecture	structural

			in the world		
6	2	The most important factors affecting the climate	Natural factors and human ability to overcome harsh climatic conditions	Lecture	structural
7	2	exam	First month exam	Lecture	structural
8	2	The continent's inhabitants and their ethnic origins	most The important human races to which the inhabitants of the continent belong	Lecture	structural
9	2	The most important population migrations that the continent has witnessed	Defining the concept of continental and island geography from a population geography perspective	Lecture	structural
10	2	Economic activities in the continent	The most important economic resources serving the continent	Lecture	structural
11	2	Agriculture and	Defining	lecture a	structural

		Industry in the Americas	agricultural and industrial regions		
12	2	Mining and the most important energy sources on the continent	Determining the importance of oil extracted from the continent's wells	Lecture	structural
13	2	Transport, trade and tourism in the continent	Learn about transportation, means of transport, and .general trade	Lecture	structural
14	2	exam	Second month exam	a lecture	structural
15	2	Study of an elected political (unit (Canada	The most important methods of birth control are neutralized	a lecture	structural

24. Infrastructure	
Required textbooks .1	...Textbooks
(Main references (sources .2	New World by Dr. Yousef Geography of the Saadi–Yahya Ta'mas and Dr. Saadi Al
a) Recommended books and references (scientific journals, (.reports, etc	Organization reports... United UNESCO World Nations reports



b) Electronic references, ...websites	Arab Geographers Forum
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Course Description

41. Educational institution	College of Basic Education
42. Department / Scientific Center	Geography
43. Course Name/Code	/ Geography of Rural Settlement Geo 3326
44. Available forms of attendance	mandatory
45. Semester/Year	Sixth semester / Third year
46. number of study Total hours	30
47. Date this description was prepared	2025/12/15
48. familiar with the following :concepts	To ensure the student is : Course objectives
1-	To provide graduates with knowledge and understanding of geography, its content, schools, teaching methods, and how to use maps and geographic data with-to-information systems to achieve this, and to keep them up .developments in the field of geography
2-	Preparing qualified university teachers who possess the necessary teaching .skills to teach geography
3-	Developing scientific attitudes among students, enabling them to enhance .postgraduate studies their personal capabilities in their
4-	Students were encouraged to develop and create educational tools for use in .teaching geography

5- To equip students with the necessary skills to deal with and solve any . scientific problem in a sound scientific manner

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

I- objectives Cognitive

- 1- rural settlements To give students experience in understanding
- 2- settlement in Introducing students to the patterns and forms of rural and its distribution characteristics its structure and terms of
- 3- and distinguishing settlements Identifying the architectural characteristics of rural them from urban settlements

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

- 1- Enabling students to study rural settlement and to identify the surface features and physiographic characteristics of the place on the one hand, and .to choose locations for settlements for specific purposes on the other hand
- 2- u dents to recognize the variation in human settlement or Enabling st urbanization
- 3- Identifying the distribution of human settlements by studying the variation in settlement density and diversity across the diverse environments and .n is subjectnatural conditions to which each regio

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 semester, and the assessment the distribution of topics across the weeks of :methods that will be followed, as follows

Prepare the lectures according to the sequence mentioned in the course .1 .syllabus by using the aforementioned information sources

.t lecture in order to prepare themInforming students about the topic of the nex .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, with the evaluation grade accounting for 40% of , (synthesizing, and evaluating the total achievement, taking into account the student's attendance and the extent .of their daily participation

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

Assessment methods

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

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

Assigning students to conduct comparative studies between urban and rural -D1
settlements through field visits to those settlements

Using maps and modern technologies to geographically identify rural -D2
settlements

Dividing the students into groups to write research papers about rural -D3
settlements and to examine their reality

Urging students to consult with relevant departments and institutions regarding -D4
the study of rural settlements

Utilizing public references and libraries -5

26.Course structure

Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
1	2	The emergence of rural settlement	concept of rural settlement; the emergence of rural settlements Rural settlements develop 0 rural permanent and temporary housing 0	Lecture	The builder
2	2	rural housing	distribution of rural patterns, and ,Characteristics of rural housing 0 Regional distributions of rural houses 0	Lecture	The builder
3	2	The historical dimension of rural settlement	A brief history of rural settlement throughout history	Lecture	The builder
4	2	Rural settlement classification	Functional classification of rural settlement	Lecture	The builder
5		Land uses in rural areas	Rural uses in the primitive economy Rural uses in the advanced economy Rural land uses in tropical rainy climate regions	Lecture	The builder
6	2	First month exam	All the above vocabulary	Lecture	The builder
7	2	Enabling students to understand the morphology of settlements	Morphological problems of rural settlements Rural housing morphology rural dwelling shape Rural house design rural dwelling Components of a	Lecture	The builder
8	2	Geographical distribution of rural settlements	Rural settlement distribution ,patterns Factors affecting the distribution of rural settlements	Lecture	The builder

9	2	Rural and urban regional relations	Service ,agricultural relations ,relations Population relations	Lecture	The builder
10	2	rural population	age and gender ,Rural population regional composition, their problems and connections Regional distributions	Lecture	The builder
11	2	population rural	regional connections	Lecture	The builder
12	2	rural population	Regional distributions	Lecture	The builder
13	2	Second month exam	All vocabulary after the first monthly exam	Lecture	The builder
14	2	Iraq	Factors ,Rural residents the distribution of influencing ,rural settlements	Lecture	The builder
15	2	Rural settlement in the Arab world	Factors ,Rural residents influencing the distribution of ,rural settlements	Lecture	The builder

27.Infrastructure

Required textbooks .1

- 1- Hiti, Geography of Rural -Al Sabri Faris Settlement and Rural Development, Dar Safa for Publishing and Distribution, -Al .Amman, Jordan, 2000
- 2- Matari, Geography of -Mr. Khaled Al Rural Settlement, Jeddah, Saudi Arabia, .1999
- 3- Mohammed Mahmoud, General Features tlement Centers, Research and of Rural Set .Translation Unit, Kuwait, 1988
- 4- Mohamed Medhat Gaber, Geography of Rural and Urban Settlement, Angaw Library , Cairo, Egypt, 2006
- 5- Abdul Razzaq Ahmed Saeed, Rural Settlements in Iraq (The Rural Village), sue Six, April Educational Studies, Is .2009

References and websites	1- Journal of Urban Geography http://www.ingentaselect.com/rpsv/cw...638/contp1.htm 2- Journal of Research, Policy and Urbanism http://taylorandfrancis.****press.com...issn=0811-1146

Course Description

49. Educational institution	College of Basic Education / University of Diyala
50. Department / Scientific Center	Geography
51. Course Name/Code	Geography of Transport and Trade(Geo 3328 / (Geography of Geographical Research) MethodologyGeo 9332)
52. Available forms of attendance	Permanent
53. Semester/Year	Sixth/Third
54. number of study Total hours	hours 30
55. Date this description was prepared	2025/12/15
56. Course Objectives	
Enabling students to learn and teach geography, specializing in transport and -1 trade geography and curriculum geography	
research Geographical	
To enable students to understand and acquire knowledge of geography, especially -2	

.the specializations of transport and trade geography
Geographical research methodology
of transport Enabling students to use the science of geography, the specialization -3 and trade geography, and research methodology in their lives
Scientific, professional, personal, and public
date with the science of geography and -to-Encouraging and keeping students up -4 and trade geography and curriculum its specializations, or specializing in transport geography
Geographical research

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

Cognitive objectives -A

Enabling students to acquire knowledge and understanding of the -A1 transport and trade geography and its methodology specialization of Geographical research

Enabling students to acquire knowledge and understanding of the -A2 specialization of transport and trade geography and its methodology

d predictions for the futureModern research and its current developments, an

Enabling students to understand and comprehend the teaching methods -A3 of the specialization of transport and trade geography and the research methodology

geographer

asp the principles of geography Enabling students to understand and gr -A4 and the specialization of transport and trade geography and methodology Search

Enabling students to understand and comprehend the topics of -A5 specialization: transport and trade geography and research methodology Geography and their education

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

Understanding, perception, and knowledge of the specialization or - B1 course: Geography of Transport and Trade and Research Methodology geographer

Understanding, knowledge, and comprehension of the prescribed – B2 geography of transport and trade and research methodology in all related matters

This includes devices, equipment, maps, and how to use and apply them in .lives their academic and professional

Personal and public

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

and learning methods Teaching
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- students to visit libraries, attend seminars and conferences, He encouraged .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 students' ability to understand and comprehend the Written tests to measure -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 Students' practice of the specialization or course they are taught, both -C2 theoretically and practically Making students interested in and fond of the course -C3 Encouraging students to apply their learning, understanding, and -Q4 material in their academic, professional, and comprehension of the course .personal lives
Teaching and learning methods
1- Methods of presentation, questioning , and discussion 2- Theoretical application of the desk and field teaching method 3- with books, articles, Encouraging students and familiarizing them 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 field study method theoretically Using the -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
to employability and other skills related) General and transferable skills -D .(personal 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 students to use the course in their academic, professional, Enabling -D3 personal, and public lives

Students should follow up on current and future developments in the -D4
. course and be encouraged in this direction

29.Course structure

Week	Hours	Required learning outcomes	Unit/Topic Name	Teaching method	Evaluation Method
the first	2	أ- To enable students to understand the cognitive aspects and origins of transport and trade geography and the , development of the concept of transport geography and its .stages ب- To enable students to understand the cognitive methodology of geographical research, its basic concepts and approaches	أ- The emergence of transport and trade geography and the , development of the concept of transport geography and its stages ب- Geographical research methodology, its basic concepts and approaches	-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- To enable students to know and understand the	Geographical research methods and means: transportation	-A -1 Delivery -2 Interrogation	-A Daily -1 quizzes with questions

	2	means and methods of research in the geography of transport and trade ب- Enabling students to know and understand the qualities of a successful researcher	and trade b) Characteristics of a successful researcher	on -3 Discussion -for -1 Delivery -2 Interrogation -3 Discussion	on the topic The -2 method of questioning and discussion Daily -3 preparation in advance Daily -1 quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance
the third	2	أ- To enable students to know and understand the means and methods of research in the geography of transport and trade	Research -A methods and approaches for transport and trade geography b) Characteristics of successful	-A -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

		ب- Enabling students to ,know understand, and recognize the characteristics of successful .research	research	-for -1 Delivery -2 Interrogation -3 Discussion	-for Daily -1 quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance
Fourth	2 2	Monthly -A exam b) Monthly exam	Monthly -A exam b) Monthly exam	The -A questions posed b) The questions posed	-A Correcting the answers b) Correcting the answers
Fifth	2 2	Enabling (a students to know, understand, and comprehend the foundations of transport geography b) Enabling	Geographical -A transport pillars Steps of -B scientific research	-A -1 Delivery -2 Interrogation -3 Discussion	-A Daily -1 quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparatio

					g and discussion Daily -3 preparation in advance
Seventh	2	a) Enabling students to know, understand, and comprehend transportation patterns	-A Transportation patterns	-A -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
	2	b) Enabling students to know, understand, and comprehend research hypotheses and write how to geographical scientific .research	Research -B hypotheses and how to write a geographical scientific research paper	-for -1 Delivery -2 Interrogation -3 Discussion	-for Daily -1 quizzes with questions on the topic The -2 method of questioning and discussion Daily -3 preparation in advance
Eighth	2		Monthly -A exam		
	2	Monthly -A exam	b) Monthly exam	The -A questions posed	Correcting the

		b) Monthly exam		b) The questions posed	answers Correcting the answers
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30.Infrastructure

Required textbooks .1	transport and trade, and the Geography of geography of geographical research .methodology
(Main references (sources .2	Geography of Transport and Trade (Between (Methodology and Application Geography of Geographical Research Methodology
a) Recommended books and scientific journals,) references (.reports, etc	The University of Baghdad Journal of Arts related to the course topic), the University of) Diyala Journal of the College of Education for s by Humanities, and related research and report .faculty members
b) Electronic references, ...websites	:Internet sites 1- Google 2- Yahoo : the reviewer a. Wikipedia b. Scientific Encyclopedia

