

Ministry of Higher Education and Scientific Research
Scientific Supervision and Evaluation Authority
Quality Assurance and Academic Accreditation Department
Accreditation Department



Academic Program Description

2024-2025



Academic Program Description

University Name: University of Hillah

College/Institute: College of Physical Education

Scientific Department: English Language Department

Academic or Professional Program Name Colleges of Education Program

Final Degree Name Bachelor of Education, English Language

Study System: Annual

Description Preparation Date 13 /3/2025

File Filling Date: 13/3/2025

Signature:

Name of Department Head Ahmed Mahmoud Shanta:

Date: 15/03/2025

Signature:

Name of Scientific Assistant: Mohammed Ali Abis

Date:

Signature

15 / 3 / 2025

Name of Director of Quality Assurance and University Performance Division \ Sajjad Asaad Amer

File checked by Sajjad Asaad Amer

Quality Assurance and University Performance Division

Date:

13/03/2025

Signature:



Dean's approval

1- Program vision

To be a pioneer in the College of Education in preparing distinguished teachers who possess the competence and innovation to provide modern education and develop learning environments, enhanced with leadership skills and critical thinking to achieve a qualitative shift in education.

2-Program message

Striving to provide advanced educational programs in education that contribute to the preparation of competent teachers who possess scientific knowledge and advanced educational skills, while committing to promoting innovation, building effective educational environments, and positive interaction with the community.

3-program objectives

- Providing pioneering educational programs in the field of education that enhance teaching and pedagogical skills
- Preparing teachers who possess the ability to guide students toward critical and creative thinking.
- Supporting scientific research in the field of education and developing modern teaching methods.
- Providing field training opportunities for students in cooperation with schools and educational institutions.
- Enhancing community participation by offering educational initiatives that contribute to the development of education.



4-Programmatic accreditation

Accreditation of the educational colleges' program prepared by the Scientific Supervision and Evaluation Authority of the Iraqi Ministry of Higher Education and Scientific Research

5-Other external influences

Field visits to schools and providing in-kind gifts – Field visits to corresponding colleges

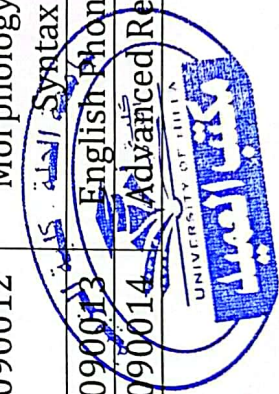
6-Program Structure

*notes	percentage	Study unit	Number of courses	Program Structure
Basic course		163	40	Institutional Requirements
				College Requirements
				Department Requirements
		Phase 4 - Implementati on in schools		Summer training
			Graduation research	Other

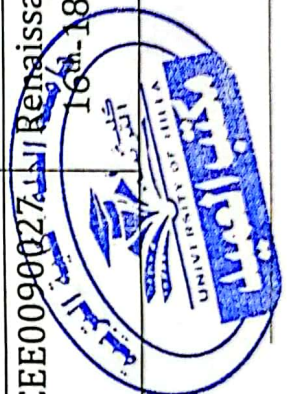
Notes may include whether the course is basic or optional



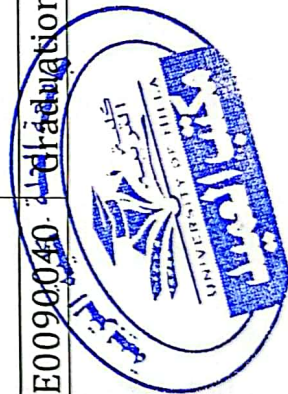
عدد الساعات		Number of Teaching Hours		الوحدات Units	الترميز Symbol	اسم المقرر باللغة الإنكليزية	اسم المقرر باللغة العربية	المرحلة لمقررات بالنسبة لمقرر تسلسل	تسلسل المقررات بالنسبة لمقررات القسم
نظري Theory	تطبيقي Tutor ial	عملي Practical							
First stage/English language department									
3	.	.	.	٥	HCEE009009 1	English Grammar	النحو	١	١
3	.	.	.	٥	HCEE009009 2	Phonetics	الصوتيات	2	2
2	.	.	.	٥	HCEE009009 3	Listening and Speaking	الإصغاء والمحادثة	3	3
2	.	.	.	٥	HCEE009009 4	Reading	القراءة	4	4
2	.	.	.	٤	HCEE009009 5	Composition Writing	كتابة الإنشاء	5	5
3	.	.	.	٣	HCEE009009 6	An Introduction To English Litreature	مقدمة في الأدب الإنكليزي	6	6
1	.	.	.	٣	HCEE009009 7	Human Rights	حقوق الانسان	7	7
2	.	.	.	٤	HCEE009009 8	Educational Psychology	علم النفس التربوي	8	8
2	.	.	.	٤	HCEE009009 9	Fundamentals of Education	أسس التربية	9	9
2	.	.	.	٣	HCEE0090010	Computer Science	الحاسوب	10	10
2	.	.	.	4	HCEE0090011	Arabic Language	اللغة العربية	11	11
Second stage/English Department									
3	.	.	.	5	HCEE0090012	Morphology and Syntax	الصرف والنحو	12	12
3	.	.	.	5	HCEE0090013	English Phonology	النظام الصوتي	13	13
2	.	.	.	3	HCEE0090014	Advanced Reading	القرأة المتقدمة	14	14



2	.	.	3	HCEE0090015	An Introduction to Academic Writing	مقدمة في الكتابة الأكاديمية	15	15
2	.	.	4	HCEE0090016	One Act Play and Elizabethan Drama	المسرحية	16	16
2	.	.	4	HCEE0090017	Short Story	القصة القصيرة	17	17
2	.	.	4	HCEE0090018	16th to 18th Century Poetry	الشعر في القرن السادس عشر والقرن الثامن عشر	18	18
2	.	.	3	HCEE0090019	Listening and Speaking -2	الإصغاء والمحادثة	19	19
3	.	.	4	HCEE0090020	An Introduction to ELT	مقدمة في طرق التدريس	20	20
2	.	.	4	HCEE0090021	Adults Education	تعليم الكبار	21	21
Third stage/English language department								
3	.	.	5	HCEE0090022	Contemporary Grammar of English	النحو المعاصر للغة الإنكليزية	22	22
3	.	.	5	HCEE0090023	Introduction to Linguistics	مقدمة في علم اللغة	23	23
2	.	.	3	HCEE0090024	Writing Academic English	كتابة اللغة الإنكليزية الأكاديمية	24	24
2	.	.	3	HCEE0090025	Listening and Speaking -3	الاستماع والمحادثة	25	25
3	.	.	5	HCEE0090026	Victorian Novel 1830-1900	الرواية الفيكتورية (1830-1900)	26	26
3	.	.	5	HCEE0090027	Renaissance Drama 16th-18th Century	مسرح عصر النهضة (القرنين السادس عشر -الثامن عشر)	27	27



2	.	.	4	HCEE0090028	Romantic and Victorian Poetry 1780-1900	الشعر الرومانسي والفكتوري (١٧٨٠-١٩٠٠)	28	28	
3	.	.	4	HCEE0090029	Pedagogy and Curriculum Innovation	علم التربية وتجديد المناهج	29	29	
2	.	.	4	HCEE0090030	Guidance and Psychological Health	الإرشاد والصحة النفسية	30	30	
Fourth stage/English Language Department									
3	.	.	5	HCEE0090031	Contemporary Grammar of English	النحو المعاصر للغة الإنكليزية	31	31	
3	.	.	5	HCEE0090032	Linguistics II	علم اللغة (اللسانيات) (٢)	32	32	
3	.	.	5	HCEE0090033	Modern Novel	الرواية الحديثة	33	33	
3	.	.	5	HCEE0090034	Modern Drama	المسرحية الحديثة	34	34	
2	.	.	4	HCEE0090035	Modern Poetry	الشعر الحديث	35	35	
2	.	.	3	HCEE0090036	Translation	الترجمة	36	36	
2	.	.	3	HCEE0090037	Advanced Listening and Speaking	الاستماع والمحادثة المتقدمة	37	37	
2	.	.	4	HCEE0090038	Test Design and Assessment	تصميم الاختبارات والتقويم	38	38	
3	.	.	4	HCEE0090039	Practicum and EFL Classroom Practices	التدريب العملي وممارسات تدريس الإنكليزية كلغة اجنبية	39	39	
-	.	.	3	HCEE0090040	Thesis/Qualification Research	بحث التخرج	40	40	



Expected learning outcomes of the program	
	Knowledge
<p>1-Knowledge and understanding of the linguistic and - grammatical rules and pronunciation of words in the</p> <p>2-Knowledge and understanding of .English language. common linguistic and literary expressions in the English language and analyzing its texts.</p> <p>3-Knowledge of the most famous ancient and contemporary writers, thinkers, and linguists in the English language heritage and an understanding of their most important literary and intellectual output.</p> <p>4-Knowledge and understanding of the most important - modern methods and teaching approaches, as well as the most important assessment and evaluation tools and linguistic tests used in the assessment and teaching of the English language</p>	<p>1- Cognitive objectives</p>
	Skills
<p>1-Students practice basic language skills, such as accurate sentence writing.</p> <p>2-Students are trained to develop their speaking and listening skills to enable them to handle specific communication situations.</p> <p>3--Students are introduced to reading skills and strategies, such as reading mechanics, reading techniques, and vocabulary skills</p> <p>4-Students are developed in writing research and reports, such as extracting facts from the text, and are encouraged to develop their ability to distinguish between viewpoints and established facts.</p>	<p>2- Program specific skill objectives</p>
Values	



8- Teaching and learning strategie

1-Theoretical lectures for all levels of study

2-Practical application of courses that require practical application

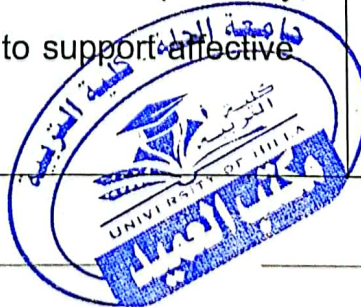
3-Use of modern presentation and teaching equipment .

4-Field visits to model schools or film and video screenings . to convey a realistic picture and gain insight into the culture of English-speaking countries. Which is more effective: talking to students or watching a video?

5-Establish a data bank that collects news, stories, and some achievements found in the environment, newspapers, magazines, and books, engaging students in this field as an activity. The university professor's role should be supervisory, and then this information should be used to support affective objectives.

Strategy

Teaching and learning methods



6-Always present lessons in a variety of styles and . methods, utilizing suspense. These methods include:

7-The storytelling method, which is considered the most . important means of supporting affective objectives, especially in literary subjects.

8-Encourage students to form discussion groups during . lectures to discuss topics that require thought, analysis, exchange, and acceptance of other opinions

9-Evaluation methods

1- Daily and written exams.

2- Specific grades for homework, report writing, and research.

3-Extracurricular activities and various types of exams.

4-Field observation through student visits during the implementation phase.

5-Student evaluation during the implementation period by school

6- administration, in addition to the evaluation of the subject teacher.

7-Discussion and evaluation of student graduation research.



10 Faculty members						
Faculty preparation		Special requirement s/skills (if any)		Specialization		Academic rank
lecturer	staff			Private	General	
	yes			Sound	English language	Dr. Farah Abdel-Ilah Hijazi
	yes			Teaching methods	English language	Prof. Dr. Asim Abdel Aziz
	yes			language	English language	Prof. Dr. Muzamil Ahmed Abdullah
Yes				Literature	English language	Hussein Talib Abdul Shanan
	yes			Literature	English language	Barir Hadi Kazim
	yes			Literature	English language	Ahmed Mahmoud Shanta
	yes			Language	English language	Ahmed Riad Marzouq
	yes			networks	Computer Engineering	Mohammed Ali Abis
	yes			Literature	English language	Saif Thamer Kazim
	yes			Literature	English language	Qasim Jawad Abdul-Kadhim



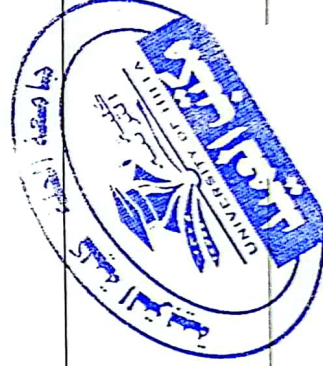
	yes			Literature	English language	Mustafa Khalil Ibrahim
yes				Language	English language	Jaafar Hassan Ajam
				Language	English language	Bassim Muhammad Kazim
yes				Language	English language	Abbas Aaid Katea
				Literature	English language	Abdul Khaliq Hussein Manji
				Educational Psychology	Psychology Y	Sajjad Asaad Amer
				Language	English language	Sondos Mohammed Sadiq
				Educational Psychology	Psychology Y	Ali Jabbar Abdul Ali

Professional Development

The ability to work as a team, manage teams, and communicate positively with others. Conducting scientific seminars and workshops that serve the instructor first, by developing their skills, and second, by serving students and society in general, and by employing new teaching methods.

Professional development for faculty members

The ability to express yourself concisely and gather and present information in an appropriate manner. The ability to suggest appropriate solutions to any problems that arise during work. The ability to use information technology and employ it in the field of specialization



Acceptance Criteria

- 1-The student must meet the admission requirements set by the Ministry of Higher Education and Scientific Research.
- 2-The student must have a preparatory school completion certificate or its equivalent from another country.
- 3-The student must be willing to study in the department of their choice.
- 4-The student must pass the aptitude test, personality tests, and medical examination.

The most important sources of information about the program

- 1-Faculty staff and curriculum
- 2- Electronic system for managing educational content
- 3- College website
- 4-Books and general resources specific to the single-department College of Education
- 5-Libraries and periodicals covering all areas of knowledge in this specialization

Program development plan

Employing new teaching methods.

Employing new tools to serve the curriculum. -

Employing innovative methods to enhance students' abilities. -

Participating in the evaluation and development of the curriculum and - analyzing it into its various components.

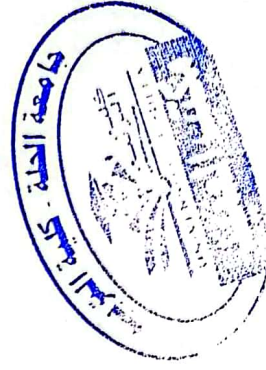
Mastering the skills and techniques for quickly accessing knowledge and - information, such as computers, the internet, and others.



Program Skills Chart

Required learning outcomes of the program

values		Skills				Knowledge				Essential or optional	Course name	Course code	Year/Level
		1ع	2ع	3ع	4ع	1ب	2ب	3ب	4ب				
											English Grammar	HCEE009009 1	2024-2024
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Phonetics	HCEE009009 2	First stage
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Listening and Speaking	HCEE009009 3	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Reading	HCEE009009 4	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Composition Writing	HCEE009009 5	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	An Introduction To English Litratrue	HCEE009009 6	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Human Rights	HCEE009009 7	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Educational Psychology	HCEE009009 8	



Course Description Form

1.	Course Name: an introduction in literature
2.	Course Code: HCEE0090096
3.	Semester: first
4.	Description Preparation Date: 2024/3/5
5.	Available Attendance Forms: In person
6.	Number of Credit Hours (Total) / Number of Units (Total) hours weekly 3unit 5
7.	Course administrator's name (mention all, if more than one name) Assist lecturer burair Hadi jodha Burairhadi89@gmail.com
8.	Course Objectives
Course Objectives	<p>First: Cognitive Objectives To let the students. Know about the literature and the the types of Literature Drama, short story poetry novel</p> <p>Secondly: Skill-based Objectives</p>

Powerpinet
date show

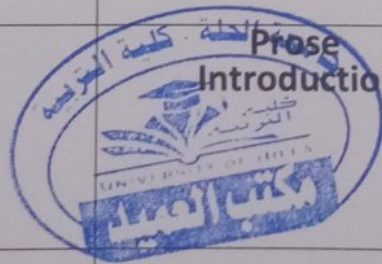
9. Teaching and Learning Strategies

Strategy
Teacher. students stragedy
Brainstorming
Students . Teacher stragedy

10. Course Structure

No.	Hours	Required Learr	Unit or subject name	Learning method	Evaluation
First week	4		Introduction of Literature	Lecture and Discussion	Explains .about the Poem
Second week	4		<ul style="list-style-type: none"> The Sick Rose 	Lecture and discussion	Explains about the poem
Third week	4		<ul style="list-style-type: none"> Lucy by william wordswoth 	Lecture and discussion	

Fourth week	4		<ul style="list-style-type: none"> • Break break by Alfred lord 	Lecture and discussion	Oral and explains about that
Fifth weeks	4		The anicent mariner by samuel tylor coleridge	Lecture and discussion	
Sixth week	4		<ul style="list-style-type: none"> • William Shakespeare • Winter 	Lecture and discussion	Oral and explains Quiz
seventh week	4		<ul style="list-style-type: none"> • Types of poetry • Descriptive • Refelctive 	Lecture and discussion	Oral explains Quiz
Ninth week	4		Types of drama Tragedy Drama Comedy Drama	Lecture and discussion	Oral explains Quiz
Tenth week			Prose Introduction	Lecture and discussion	Oral explains QUIZ
Eleventh weeks	4		Cargos poem	Lecture and discussion	Oral explains
Twelfth week					



thirteenth week					
Fourteenth Week					
Fifteenth Week					



11. Course Evaluation

The grade of the semester (100) is distributed as follows

12 Learning and Teaching Resources

Required textbooks (methodology, if any)

Key references (sources)

Recommended books and references
(scientific journals, reports...)

Electronic references, websites





Course Development Plan

- Updating scientific content:

- Practical and applied training:

Course Description Form

1.	Course Name: Foundations of education	
2.	Course Code: HCEE009009	
3.	Semester: second	
4.	Description Preparation Date:	
	2024/3/5	
5.	Available Attendance Forms:	
	In person	
6.	Number of Credit Hours (Total) / Number of Units (Total)	
	unit3 ekly/hours we 5	
7.	Course administrator's name (mention all, if more than one name)	
	rair Hadi jodha/Sajjad Asaad Amer gmail.com@/ sa9820951@gmail.com	
8.	Course Objectives	
Course Objectives	<p style="text-align: center;">Cognitive objectives</p> <p>1-Understanding and knowing the definitions of education and understanding its importance and objectives, in addition to identifying the different types of education and knowing the educational philosophies and the relationship of education to the social system and the role of the family and school in education.</p>	

	<p>2-Identifying modern trends related to educational foundations, which include</p> <p>Developing the learner's personality as an integrated whole from the physical, mental</p> <p>Emotional and moral aspects under the name of integrated education.</p> <p>Skill objectives of the program</p> <p>1-Providing students with the skills to search for information related to education in order to</p> <p>Become effective teachers and educators capable of developing the educational system</p> <p>2-Developing the skills of reflective thinking, self-development, planning and organizing skills and the ability to learn the foundations related to the educational aspect.</p> 
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9. Teaching and Learning Strategies
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Strategy	<p>Brainstorming</p> <p>Cooperative Learning</p> <p>Lecture, Discussion and Dialogue</p> <p>Evaluation methods</p> <ul style="list-style-type: none"> • Asking a scientific question that requires thinking about the answer • Oral questions during the lecture • Activating the role of participation and dialogue and conducting continuous Quis tests
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10. Course Structure

No.	Hours	Required Learning	Unit or subject name	Learning method	Evaluation
		Outcomes			method
First week	2	Achieving a set of cognitive, skill and emotional goals	Old concepts of education	Presentation and discussion	Tests
Second week	2	According to the content mentioned above	Education in its modern concept	Presentation and discussion	Tests
Third week	2	According to the content mentioned above	Integrated education and its dimensions	Presentation and discussion	Tests
Fourth week	2	According to the content mentioned above	The meaning of education and its implications	Presentation and discussion	Tests
Fifth week	2	According to the content mentioned above	Educational goal and its features	Presentation and discussion	Tests
Sixth week	2	According to the content mentioned above	The difference between educational objectives and learning goals	Presentation and discussion	Tests



seventh week	2	According to the content mentioned above	Historical development of educational goals	Presentation and discussion	Tests
Ninth week	2	According to the content mentioned above	Basic functions of education	Presentation and discussion	Tests
Tenth week	2	According to the content mentioned above	Formal education and its types	Presentation and discussion	Tests
Eleventh weeks	2	According to the content mentioned above	Non-formal education and its types	Presentation and discussion	Tests
Twelfth week	2	According to the content mentioned above	Characteristics and methods of non-formal education	Presentation and discussion	Tests
thirteenth week	2	According to the content mentioned above	Parallel education and its objectives	Presentation and discussion	Tests
Fourteenth Week	2	According to the content mentioned above	Continuing education and its features	Presentation and discussion	Tests
Fifteenth Week	2	According to the content mentioned	Historical development of educational goals	Presentation and discussion	Tests



11. Course Evaluation

The grade of the semester (100) is distributed as follows

First month 20

th month 20

Final Exam 60

12 Learning and Teaching Resources

Required textbooks (methodology, if any)

Key references (sources)

(The Foundations of Education Book) by Hussein Rabie and Fahim Al-Turahi, 2021 edition

Recommended books and references
(scientific journals, reports...)


Electronic references, websites

Course Development Plan

- **Updating scientific content:**
- **Practical and applied training:**




Course Description Form

1.Course Name: Listening and Speaking 2	
	
2.Course Code: HCEE0090093	
3.Semester / Year: 2024-2025	
4.Description Preparation Date: 5/3/2025	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) 2 / Number of Units (Total): 60 hours/ 3 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Asim Abd Elaziz Abdalla Email: yaminasim@gmail.com	
8. Course Objectives	
Course Objectives	<input type="checkbox"/> To help students develop listening and speaking skills in accordance with Can-do statements. These statements describe what language users can typically do at different levels and in different contexts. <input type="checkbox"/> <input type="checkbox"/> Focus on activities which provide contextualized practice in particular language or vocabulary areas <input type="checkbox"/> <input type="checkbox"/> Learning tip boxes which give students advice on how to improve their listening and speaking and their learning
9. Teaching and Learning Strategies	

Strategy	Lecturing using Communicative approach
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10. Course Structure

Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation
		Outcomes			method
November 1	2		How do you know?	Communicative	Discussion and exams
November 2	2		I'm phoning about house	Communicative	Discussion and exams
November 3	2		How I buy a ticket ?	Communicative	Discussion and exams
November 4	2		Shall we go out for dinner?	Communicative	Discussion and exams
December 1	2		You should go to the police	Communicative	Discussion and exams
December 2	2		Have you got a headache?	Communicative	Discussion and exams
December 3	2		How about a hostel?	Communicative	Discussion and exams
December 4			Monthly exam		
January 1	2		What can I do here?	Communicative	Discussion and exams
January 2	2		When are you flying?	Communicative	Discussion and exams
January 3	2		The Weather is changing	Communicative	Discussion and exams
January 4	2		I have our schedule	Communicative	Discussion and exams

February 1			Monthly exam		
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February 2	2		You did really well Workplace discussions	Communicative	Discussion and exams
March 1	2		I've organized the trainer	Communicative	Discussion and exams
March 2	2		You need a budget Talks and Seminars	Communicative	Discussion and exams
March 3	2		Welcome to the school	Communicative	Discussion and exams
March 4	2		What are your goals?	Communicative	Discussion and exams
April 1	2		Revision		Discussion and exams
April 2	2				
April 3	2				
April 4	2				
May 1	2				
May 2	2				
May 3&4	-----		Final exams		


11. Course Evaluation

First Course: Monthly Exam: 20 Daily homework: 5 Total: 25 Second Course: Monthly Exam: 20 Daily homework: 5 Total: 25 Total for the 1 st and 2 nd Courses: 50 Final Exam: 50 Final Grade: 100	
12. Learning and Teaching Sources	
Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journal, reports)	
Electronic References, Websites	Electronic dictionaries

Course Description Form

1. Course Name:	
Composition Writing	
2. Course Code:	
HUCEE0090095	
3. Semester / Year:	
Yearly	
4. Description Preparation Date:	
4-3-2025	
5. Available Attendance Forms:	
Two hours a week	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 hours annually. Three study units	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lect. Qasim Jawad Abduulkadhim Email: qjawad321@gmail.com	
8. Course Objectives	
Course Objectives	<ol style="list-style-type: none"> 1. Develop students' skills in reading academic texts written in the corresponding language and exposure to its cultures. 2. Develop writing strategies and skills. Inferring meaning and arriving at the implicit meaning. 3. Extracting the main idea from the written text and working on formulating it in another way. 4. Develop the students' linguistic reserves. 5. Develop analysis skills at the level of text, sentence and text summarization. 6. Training on the use of pointing skills in the corresponding language, which has a significant impact on reformulating the written text. 7. Training in writing texts in various fields of knowledge
9. Teaching and Learning Strategies	



Strategy	<ol style="list-style-type: none"> 1. Discussion and dialogue in bringing up the topic. 2. Using modern visual aids, such as the data shown, to clarify the important points in the lesson. 3. Clarify the material in a simplified manner using modern technology in education. 4. Raise questions and elicit answers from them. 5. Emphasis on research method and conclusion 6. Linking the scientific material with relevant external scientific materials to reach the goal and purpose of the lesson. 
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Knowledge aspects of the theory for academic material.	Introduction/writing process	Exercises	Practical and theoretical application
2	2	Knowledge aspects of the theory for academic material.	Understand the writing process	Exercises	
3	2	Knowledge aspects of the theory for academic material.	Pre-Writing	Exercises	
4	2	Knowledge aspects of	Paragraph Structure	Presentaion/ Exercises	Practical

5	2	the theory for academic material. Knowledge aspects of the theory for academic material.	Paragraph developme	Exercises	and theoretic application
6	2	Knowledge aspects of the theory for academic material.	Descriptive and process paragraph	Exercises	Practical and theoretic application
7	2	Knowledge aspects of the theory for academic material.	Opinion paragraph	Ppt	Various tests
8	2	Knowledge aspects of the theory for academic material.	Examination		
9	2	Knowledge aspects of the theory	Contrast Paragraphs	Exercises	Applications




10	2	for academic material. Knowledge aspects of the theory for academic material.	Comparison paragraph	Exercises	Multiple tests
11	2	Knowledge aspects of the theory for academic material.	Problem/solution paragraphs	Exercises	
12	2	Knowledge aspects of the theory for academic material.	Review	Daily exam	Test
13	2	Knowledge aspects of the theory for academic material.	Structure of the article	Exercises	
14	2	Knowledge aspects of the theory for	Outline for the Article	Exercises	



15	2	academic material. Knowledge aspects of the theory for academic material.	Examination		
16	2	Knowledge aspects of the theory for academic material.	Introductions and conclusions	Exercises	Different test
17	2	Knowledge aspects of the theory for academic material.	Writing conclusions	Exercises	
18	2	Knowledge aspects of the theory for academic material.	Unity and Cohesion	Exercises	
19	2	Knowledge aspects of the theory for academic	Creating cohesion	Ppt	



<p>20</p> <p>The remaining weeks and hours are dedicated to special presentations to Students, seminars, and panel discussions the classroom.</p>	<p>2</p>	<p>material.</p>	<p>Using cohesion in Art</p>	<p>Exercises</p> 	
---	----------	------------------	------------------------------	--	--

11. Course Evaluation

1. Weekly, monthly, and quarterly exams.
2. Preparing articles on the topic and discussing these articles.
3. Preparing discussion sessions in the classroom to discuss the lesson material to overcome the difficulties faced by some students.
4. Student testing during the application phase.

12. Learning and Teaching Resources

<p>Required textbooks (curricular books, if any)</p>	<p>Zemach, E. Dorothy and Lisa A. Rumisek (2011) Academic Writing from paragraph to essay. Oxford : Macmillan Education</p>
<p>Main references (sources)</p>	<p>Miller, Susan –Cochran (2020) An Inside Guide to Academic Writing .New York : Mcgraw hill</p>

Recommended books and references (scientific journals, reports...)	Practical essays and researches from different resources
Electronic References, Websites	Net Articles and sources



وزارة التعليم العالي والبحث العلمي
جهاز الإشراف والتقويم العلمي
دائرة ضمان الجودة والاعتماد الأكاديمي
قسم الاعتماد



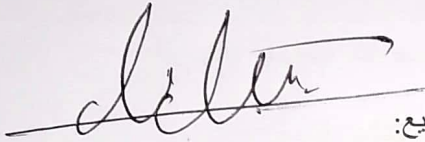
وصف البرنامج الأكاديمي


2025 - 2024



وصف البرنامج الأكاديمي

اسم الجامعة: جامعة الحلة
الكلية/ المعهد: كلية التربية
القسم العلمي: قسم اللغة الانكليزية
اسم البرنامج الأكاديمي او المهني: برنامج الكليات التربوية
اسم الشهادة النهائية: بكالوريوس تربية اللغة الانكليزية
النظام الدراسي: سنوي
تاريخ اعداد الوصف: 2025/3/13
تاريخ ملء الملف: 2025/3/13


التوقيع:
اسم المعاون العلمي: م.م محمد علي عبيس
التاريخ: ١٥ / ٣ / ٢٠٢٥


التوقيع:
اسم رئيس القسم: احمد محمود شنتة
التاريخ: 15-03-2025



مصادقة السيد العميد

دقق الملف من قبل م.م سجاد اسعد عامر
شعبة ضمان الجودة والأداء الجامعي اسم مدير شعبة ضمان
الجودة والأداء الجامعي: سجاد اسعد عامر
التاريخ: ١٥ / ٣ / ٢٠٢٥
التوقيع:

١. رؤية البرنامج

أن تكون كلية التربية رائدة في إعداد مدرّسين متميّزين يمتلكون الكفاءة والابتكار لتقديم تعليم حديث وتطوير بيئات التعلم، معزّزين بمهارات القيادة والتفكير النقدي لتحقيق نقلة نوعية في التعليم

٢. رسالة البرنامج

السعي لتقديم برامج تعليمية متطورة في التربية تسهم في إعداد مدرّسين أكفاء يمتلكون المعرفة العلمية والمهارات التربوية المتقدمة، مع الالتزام بتعزيز الابتكار وبناء بيئات تعليمية فعّالة، والتفاعل الإيجابي مع المجتمع

٣. أهداف البرنامج

- تقديم برامج تعليمية رائدة في مجال التربية تعزز من المهارات التعليمية والتربوية
- إعداد مدرّسين يمتلكون القدرة على توجيه الطلبة نحو التفكير النقدي والإبداعي
- دعم البحث العلمي في مجال التربية وتطوير أساليب التدريس الحديثة
- توفير فرص تدريب ميداني للطلبة بالتعاون مع المدارس والمؤسسات التعليمية
- تعزيز المشاركة المجتمعية من خلال تقديم مبادرات تعليمية وتربوية تساهم في تطوير التعليم



٤. الاعتماد البرامجي

اعتماد برنامج الكليات التربوية والمعدة من قبل جهاز الاشراف والتقويم العلمي في وزارة التعليم العالي والبحث العلمي العراقية

٥. المؤثرات الخارجية الأخرى

الزيارات الميدانية للمدارس وتقديم الهدايا العينية - الزيارات الميدانية للكليات المناظرة

٦. هيكلية البرنامج

ملاحظات *	النسبة المئوية	وحدة دراسية	عدد المقررات	هيكل البرنامج
مقرر أساسي		163	40	متطلبات المؤسسة
				متطلبات الكلية
				متطلبات القسم
				التدريب الصيفي
		المرحلة الرابعة تطبيق في المدارس	بحوث التخرج	أخرى

* ممكن ان تتضمن الملاحظات فيما إذا كان المقرر أساسي او اختياري.



Number of Teaching Hours		الوحدات Units	الترميز Symbol	اسم المقرر باللغة الإنكليزية	اسم المقرر باللغة العربية	تسلسل المقرر بالنسبة للمقررات المرحلة	تسلسل المقرر بالنسبة للمقررات القسم
نظري Theory	تطبيقي Tutor ial						
3	•	٥	HCEE0090 09 1	English Grammar	النحو	1	1
3	•	٥	HCEE0090 09 2	Phonetics	الصوتيات	2	2
2	•	٥	HCEE0090 09 3	Listening and Speaking	الاصغاء والمحادثه	3	3
2	•	٥	HCEE0090 09 4	Reading	القرءة	4	4
2	•	٤	HCEE0090 09 5	Composition Writing	كتابة الانشاء	5	5
3	•	٣	HCEE0090 09 6	An Introduction To English Litrature	مقدمة في الأدب الإنكليزي	6	6
1	•	٣	HCEE0090 09 7	Human Rights	حقوق الانسان	7	7
2	•	٤	HCEE0090 09 8	Educational Psychology	علم النفس التربوي	8	8
2	•	٤	HCEE0090 09 9	Fundamentals of Education	أسس التربية	9	9
2	•	٣	HCEE0090 010	Computer Science	الحاسوب	10	10

المرحلة الأولى - قسم اللغة الإنكليزية



2	.	.	4	HCEE0090 011	Arabic Language	اللغة العربية	11	11	
المرحلة الثانية - قسم اللغة الإنكليزية									
3	.	.	5	HCEE0090 012	Morphology and Syntax	الصرف والنحو	12	12	
3	.	.	5	HCEE0090 013	English Phonology	النظام الصوتي	13	13	
2	.	.	3	HCEE0090 014	Advanced Reading	القراءة المتقدمة	14	14	
2	.	.	3	HCEE0090 015	An Introduction to Academic Writing	مقدمة في الكتابة الأكاديمية	15	15	
2	.	.	4	HCEE0090 016	One Act Play and Elizabethan Drama	المسرحية	16	16	
2	.	.	4	HCEE0090 017	Short Story	القصة القصيرة	17	17	
2	.	.	4	HCEE0090 018	16th to 18th Century Poetry	الشعر في القرن السادس عشر والقرن الثامن عشر	18	18	
2	.	.	3	HCEE0090 019	Listening and Speaking -2	الإصغاء والمحادثة	19	19	
3	.	.	4	HCEE0090 020	An Introduction to ELT	مقدمة في طرق التدريس	20	20	
2	.	.	4	HCEE0090 021	Adults Education	تعليم الكبار	21	21	
المرحلة الثالثة - قسم اللغة الإنكليزية									
3	.	.	5	HCEE0090 022	Contemporary Grammar of English	النحو المعاصر للغة الإنكليزية	22	22	



3	·	·	5	HCEE0090 023	Introduction to Linguistics	مقدمة في علم اللغة	23	23
2	·	·	3	HCEE0090 024	Writing Academic English	كتابة اللغة الإنكليزية الأكاديمية	24	24
2	·	·	3	HCEE0090 025	Listening and Speaking -3	الاستماع والمحادثة	25	25
3	·	·	5	HCEE0090 026	Victorian Novel 1830- 1900	الرواية الفيكتورية (1900-1830)	26	26
3	·	·	5	HCEE0090 027	Renaissance Drama 16 th -18 th Century	مسرح عصر النهضة (القرنين السادس عشر - الثامن عشر)	27	27
2	·	·	4	HCEE0090 028	Romantic and Victorian Poetry 1780- 1900	الشعر الرومانسي والفيكتوري (1780- 1900)	28	28
3	·	·	4	HCEE0090 029	Pedagogy and Curriculum Innovation	علم التربية وتجديد المناهج	29	29
2	·	·	4	HCEE0090 030	Guidance and Psychological Health	الارشاد والصحة النفسية	30	30
المرحلة الرابعة - قسم اللغة الإنكليزية،								
3	·	·	5	HCEE0090 031	Contemporary Grammar of English	النحو المعاصر للغة الإنكليزية	31	31
3	·	·	5	HCEE0090 032	Linguistics II	علم اللغة (اللسانيات (2)	32	32
3	·	·	5	HCEE0090 033	Modern Novel	الرواية الحديثة	33	33



3	.	.	5	HCEE0090 034	Modern Drama	المسرحية الحديثة	34	34
2	.	.	4	HCEE0090 035	Modern Poetry	الشعر الحديث	35	35
2	.	.	3	HCEE0090 036	Translation	الترجمة	36	36
2	.	.	3	HCEE0090 037	Advanced Listening and Speaking	الاستماع والمحادثة المتقدمة	37	37
2	.	.	4	HCEE0090 038	Test Design and Assessment	تصميم الاختبارات والتقويم	38	38
3	.	.	4	HCEE0090 039	Practicum and EFL Classroom Practices	التدريب العملي وممارسات تدريس الإكلزية كلغة أجنبية	39	39
-	.	.	3	HCEE0090 040	Graduation Research	بحث التخرج	40	40



- 1- معرفة وفهم القواعد اللغوية والنحوية ومخارج نطق الكلمات في اللغة الإنجليزية
- 2- معرفة وفهم أساليب التعبير اللغوي والأدبي الشائعة في اللغة الإنجليزية وتحليل نصوصها
- 3- معرفة أشهر الأدباء والمفكرين وعلماء اللغة القدماء والمعاصرين في تراث اللغة الإنجليزية وفهم أهم نتاجهم الأدبي والفكري
- 4- معرفة وفهم أهم الأساليب الحديثة وطرائق التدريس بالإضافة إلى أهم وسائل التقييم والتقويم والاختبارات اللغوية المستخدمة في تقييم وتدريب اللغة الانكليزية

1-الاهداف المعرفية

المهارات

- 1- يتدرب الطلاب على المهارات اللغوية الأساسية ككتابة الجمل تدريباً دقيقاً
- 2- تدريب الطلاب على تطوير مهاراتهم في التحدث والاستماع ليكونوا قادرين على أن يتعاملوا مع مواقف التواصل الخاصة
- 3- تقديم مهارات واستراتيجيات القراءة للطلاب تمرينهم عليها كميكانيكية القراءة، وتقنيات القراءة ومهارات استخدام المفردات
- 4- تنمية قدرات الطلاب على مهارات الكتابة في كتابة البحوث والتقارير مثل الاستلال من الحقائق والتأكيد على تنمية قدراتهم على التمييز بين وجهات النظر والحقائق الثابتة

2- الأهداف المهاراتية
الخاصة بالبرنامج

التقييم

8- استراتيجيات التعليم والتعلم

- 1- المحاضرات النظرية الخاصة بالمقررات الدراسية للمراحل كافة
- 2- التطبيق العملي للمقررات الدراسية التي تتطلب التطبيق العملي
- 3- استعمال أجهزة العرض والتدريس الحديثة

الاستراتيجية
طرائق التعليم والتعلم

٤- الزيارات الميدانية لبعض المدارس النموذجية أو عرض الأفلام وأشرطة الفيديو) لنقل صورة واقعية والتعرف على ثقافة الدول التي تتكلم اللغة الانكليزية فأيهما أبلغ في التأثير حديثك مع الطلاب؟ أم مشاهدتهم لشريط (الفيديو) .

٥- مل بنك معلومات تجمع فيه الأخبار والقصص وبعض المنجزات التي توجد في البيئة والصحف والمجلات والكتب وذلك بإشراك الطلاب في ذلك المجال كنشاط لهم، على أن تكون مهمة الاستاذ الجامعي إشرافية ثم تستخدم تلك المعلومات في دعم الأهداف الوجدانية.

٦- عرض الدروس دوماً بأساليب مختلفة وطرائق متنوعة مستخدماً التشويق ومن تلك الأساليب

٧- أسلوب القصة الذي يعتبر أهم وسيلة لدعم الأهداف الوجدانية خصوصاً في المواد الادبية.

٨- تشجيع الطلبة على تكوين مجموعات نقاشية خلال المحاضرات لمناقشة المواضيع تتطلب تفكير وتحليل وتبادل وتقبل آراء الطرف الآخر

٩- طرائق التقييم

١- الامتحانات اليومية والامتحانات التحريرية.

٢- درجات محددة للواجبات البيتية وكتابة التقارير والبحوث

٣- النشا

٤- طات اللاصفية والامتحانات بأشكالها

٥- المشاهدة الميدانية من خلال الزيارات للطلبة في اثناء مرحلة التطبيق.

٦- تقييم الطلبة خلال مدة التطبيق عن طريق ادارة المدراس فضلاً عن تقييم مدرس المادة.

٧- مناقشة بحوث التخرج الخاصة بالطلبة وتقييمها.



أعضاء هيئة التدريس

اعداد الهيئة التدريسية		المتطلبات/المهارات الخاصة (ان وجدت)	التخصص		الرتبة العلمية
محاضر	ملاك		خاص	عام	
	نعم		صوت	اللغة الانكليزية	م. د فرح عبد الاله حجازي
	نعم		طرائق التدريس	اللغة الانكليزية	أ.م.د عاصم عبد العزيز
	نعم		لغة	اللغة الانكليزية	أ.م.د مزمل احمد عبدالله
	نعم		الادب	اللغة الانكليزية	م. م أحمد محمود شنته
	نعم		ادب	اللغة الانكليزية	م. م برير هادي كاظم
	نعم		ادب	اللغة الانكليزية	م. م حسين طالب عبد شنان
	نعم		لغة	اللغة الانكليزية	م. م احمد رياض مرزوك
	نعم		شبكات	هندسة حاسبات	م. م محمد علي عبيس
	نعم		ادب	اللغة الانكليزية	م. م سيف ثامر كاظم
	نعم		ادب	اللغة الانكليزية	م. م قاسم جواد عبد الكاظم
	نعم		ادب	اللغة الانكليزية	م. م مصطفى خليل ابراهيم
	نعم		علم اللغة	اللغة الانكليزية	م. م جعفر حسن عجام
	نعم		اللغة الإنكليزية وادابها	اللغة الانكليزية	م. م باسم محمد كاظم
	نعم		لغة	اللغة الانكليزية	م. م عباس عائد كاطع
	نعم		ادب	اللغة الانكليزية	م. م عبد الخالق حسين منجي



م. م سجاد اسعد عامر	العلوم التربوية والنفسية	علم النفس التربوي	نعم
م. م سندس محمد صادق	اللغة الانكليزية	لغة	نعم
م. م علي جبار عبد علي	علم النفس	علم النفس التربوي	نعم

11-التطوير المهني
توجيه أعضاء هيئة التدريس الجدد
القدرة على العمل بروح الفريق الواحد وإدارة الفريق والتواصل بإيجابية مع الآخرين عمل ندوات وورش علمية تخدم التدريسي أولاً من أجل تطوير مهاراته وتخدم الطلبة والمجتمع بشكل عام ثانياً وتوظيف طرق تدريس جديدة
التطوير المهني لأعضاء هيئة التدريس
القدرة على التعبير في كلمة موجزة وجمع وعرض المعلومات بطريقة ملائمة. القدرة على اقتراح الحلول المناسبة لأي مشكلة تحدث أثناء العمل القدرة على استخدام تكنولوجيا المعلومات وتوظيفها في مجال التخصص

12-معيار القبول
١- ان يكون الطالب مستوفياً لشروط القبول التي تحددها وزارة التعليم العالي والبحث العلمي
٢- ان يكون حاصل على شهادة إتمام المرحلة الإعدادية او ما يعادلها من بلاد أخرى
٣- ان يكون رغباً للدراسة في القسم الذي يختاره
٤- ان ينجح في اختبار القدرات والاختبارات الشخصية واجتياز الكشف الطبي



13- أهم مصادر المعلومات عن البرنامج

- ١- الكادر التدريسي والمقرر الدراسي
- ٢- النظام الالكتروني الخاص بأدارة المحتوى التعليمي
- ٣- الموقع الالكتروني للكلية .
- ٤- الكتب والمصادر العامة الخاصة بكلية التربية ذات القسم الواحد
- ٥- المكتبات والدوريات التي تغطي جميع مجالات المعرفة في هذا التخصص

14- خطة تطوير البرنامج

- توظيف طرق تدريس جديدة.
- توظيف وسائل جديدة تخدم المنهج .
- توظيف أساليب مبتكرة لتعزيز قدرات الطلبة .
- المشاركة في تقويم وتطوير المنهج وتحليله إلى عناصره المختلفة.
- الإلمام بمهارات وتقنيات الحصول السريع على المعارف والمعلومات مثل الحاسب الآلي ، والانترنت وغيره.



مخطط مهارات البرنامج

مخرجات التعلم المطلوبة من البرنامج

القيم	المهارات					المعرفة				اساسي أم اختياري	اسم المقرر	رمز المقرر	السنة / المستوى			
	4ح	3ح	2ح	1ح	4ب	3ب	2ب	1ب	4أ					3أ	2أ	1أ
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	HCEE009009 1	2024-2024		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	HCEE009009 2	المرحلة الأولى		
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	HCEE009009 3			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	HCEE009009 4			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	HCEE009009 5			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	HCEE009009 6			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	HCEE009009 7			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	HCEE009009 8			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	HCEE009009 9			
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	HCEE0090010			



المرحلة الثانية												
المرحلة الثالثة												
HCEE0090011	اللغة العربية	اختياري	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HCEE0090012	الصرف والنحو	أساسي	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HCEE0090013	النظام الصوتي	أساسي	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HCEE0090014	القراءة المتقدمة	أساسي	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HCEE0090015	مقدمة الكتابة الأكاديمية	أساسي	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HCEE0090016	المسرحية	أساسي	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HCEE0090017	القصة القصيرة	أساسي	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HCEE0090018	الشعر في القرن السادس عشر والقرن الثامن عشر	أساسي	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HCEE0090019	الإصغاء والمحادثة	أساسي	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HCEE0090020	مقدمة في طرق التدريس	أساسي	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HCEE0090021	تعليم الكبار	أساسي	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HCEE0090022	النحو المعاصر للغة الإنكليزية	أساسي	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HCEE0090023	مقدمة في علم اللغة	أساسي	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓
HCEE0090024	كتابة اللغة الإنكليزية الأكاديمية	أساسي	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓



1.

Human rights and public freedoms

2. Course Code:

HCEE0090097



3.

2024 / 2025 (yearly)

4.

6/3/2025

5. Available Attendance Forms:

2 Hours

6. Number of Credit Hours (Total) / Number of Units (Total)

60 Hours / 4 Units

7. Course administrator's name (mention all, if more than one name)

Layth Falah Awad
Email : laith1993f@gmail.com

8. Course Objectives

Course Objectives

First: Cognitive Objectives

- 1- Identifying the definitions and concepts of human rights, in addition to introducing the student to the different laws and knowing the modern laws related to human rights and the laws regulating public freedoms.
- 2- Identifying the modern laws related to human rights and the laws regulating public freedoms.

Secondly: Skill-based Objectives

- 1- Providing students with research and analytical skills.
- 2- Developing reflective thinking, analytical skills, and self-development skills.
- 3- Developing students' awareness of rights and duties, the importance of dealing with, and understanding human rights.

9. Teaching and Learning Strategies

Strategy

- Brainstorming
 - Collaborative learning
 - Lecture, discussion, and dialogue
- Evaluation methods
- Posing a scientific question that requires thought before answering
 - Oral questions during the lecture
 - Activating participation and dialogue and conducting continuous quizzes

11- first course structuer

No.

Hours


Requir


Unit or subject
name

Learning
method

Outcor


method


<p>First week</p>	<p>Achieving H a set of cognitive and cultural objectives, as well as skill and emotional objectives, and general skills in the legal aspect.</p>	<ul style="list-style-type: none"> • Human rights concepts and stages of their development 	<p>on and discussion Presentati</p>	
<p>Second week</p>	<p>According H to the content of the material referred to previously</p>	<ul style="list-style-type: none"> • uman rights in various civilisations 	<p>resentation and discussion</p>	<p>F</p>
<p>Third week</p>	<p>According H to the content of the material referred to previously</p>	<ul style="list-style-type: none"> • harters and treaties regulating human rights 	<p>resentation and discussion</p>	<p>F</p>
<p>Fourth week</p>	<p>According H to the content of the material referred to previously</p>	<ul style="list-style-type: none"> • efinition of human rights and their properties 	<p>resentation and discussion</p>	<p>F</p>
<p>Fifth weeks</p>	<p>According H to the content of the material referred to previously</p>	<ul style="list-style-type: none"> • he importance of human rights 	<p>resentation and discussion</p>	<p>F</p>
<p>Sixth week</p>	<p>According H to the content of the material referred to previously</p>	<ul style="list-style-type: none"> • haracteristics of human rights 	<p>resentation and discussion</p>	<p>Pr</p>
<p>seventh week</p>	<p>According H to the content of the material referred to previously</p>	<ul style="list-style-type: none"> • ypes (divisions) of human rights 	<p>resentation and discussion</p>	<p>Pr</p>


Ninth week	H	According to the content of the material referred to previously	Definition of public freedoms	• resentation and discussion	Pr	
Tenth week	H	According to the content of the material referred to previously	Types (divisions) of public freedoms	• resentation and discussion	Pr	
Eleventh weeks	H	According to the content of the material referred to previously	Civil liberties	• resentation and discussion	Pr	
Twelfth week	H	According to the content of the material referred to previously	Political freedoms	• resentation and discussion	Pr	
thirteenth week	H	According to the content of the material referred to previously	Guarantees of public freedoms and the position of Islamic law on them	• resentation and discussion	Pr	
Fourteenth Week	H	According to the content of the material referred to previously	Guarantees of public freedoms	• resentation and discussion	Pr	
Fifteenth Week	H	According to the content of the material referred to previously	The position of Islamic law on public freedoms	• resentation and discussion	P	

11- second course structure

	Hours	Requirements	Unit or subject name	Learning method
		Outcomes		method
First week	H	Achieving a set of cognitive and cultural objectives, as well as skill and emotional objectives, and general skills in the legal aspect.	• Democracy and its impact on the organization of rights and freedoms	resentation and discussion P


<p>Second week</p>	<p>H According to the content of the material referred to previously</p>	<p>• the historical development of democracy</p>	<p>resentation and discussion</p>	<p>F</p>
<p>Third week</p>	<p>H According to the content of the material referred to previously</p>	<p>• definition of democracy</p>	<p>resentation and discussion</p>	<p>F</p>
<p>Fourth week</p>	<p>H According to the content of the material referred to previously</p> 	<p>• types of democratic systems</p>	<p>resentation and discussion</p>	<p>F</p>
<p>Fifth weeks</p>	<p>H According to the content of the material referred to previously</p>	<p>• regulating and restricting rights and freedoms</p>	<p>resentation and discussion</p>	<p>F</p>
<p>Sixth week</p>	<p>H According to the content of the material referred to previously</p>	<p>• the idea of organizing rights and freedoms</p>	<p>resentation and discussion</p>	<p>Pr</p>
<p>seventh week</p>	<p>H According to the content of the material referred to previously</p>	<p>• restricting the idea of rights and freedoms</p>	<p>resentation and discussion</p>	<p>Pr</p>
<p>eghith week</p>	<p>H According to the content of the material referred to previously</p>	<p>• recognition of rights and freedoms</p>	<p>resentation and discussion</p>	<p>Pr</p>

Ninth week	H	According to the content of the material referred to previously	<ul style="list-style-type: none"> • uman rights and freedoms in different systems 	resentation and discussion	Pr	
Tenth week	H	According to the content of the material referred to previously	<ul style="list-style-type: none"> • ights and freedoms in international conventions 	resentation and discussion	Pr	
Eleventh weeks	H	According to the content of the material referred to previously	<ul style="list-style-type: none"> • uman rights and freedoms in different systems 	resentation and discussion	Pr	
Twelfth week	H	According to the content of the material referred to previously	<ul style="list-style-type: none"> • uman rights guarantees through United Nations agencies 	resentation and discussion	Pr	
thirteenth week	H	According to the content of the material referred to previously	<ul style="list-style-type: none"> • he UN Security Council and the International Court of Justice 	resentation and discussion	Pr	
Fourteenth Week	H	According to the content of the material referred to previously	<ul style="list-style-type: none"> • he Economic and Social Council 	resentation and discussion	Pr	
Fifteenth Week	H	According to the content of the material referred to previously	<ul style="list-style-type: none"> • he position of Islamic law on public freedoms 	resentation and discussion	Pr	
			<ul style="list-style-type: none"> • 			

11. Course Evaluation	
<p>The grade of the semester (100) is distributed as follows</p> <p>20 degree /first test</p> <p>20 marks /second test</p> <p>60 marks / final exam</p>	
	
12 Learning and Teaching Resources	
Required textbooks (methodology, if any)	
Key references (sources)	<p>"Human Rights and Public Freedoms"</p> <p>Authored by: Professor Dr. ...</p> <p>2024-2025 edition</p>
Recommended books and references (scientific journals, reports...)	
Electronic references, websites	
<p>Course Development Plan</p> <p>Relying on a book whose vocabulary is appropriate to the nature of learners and expands their scientific and educational horizons</p>	<p>Relying on a book whose vocabulary expands their scientific and educational horizons</p>

Teaching Institution:					
Al-Hill University College					
1. Course Name:					
Phonetics and Phonology - HCEE009009 2					
3. Semester / Year:					
Yearly					
4. Description Preparation Date:					
. March-2025					
5. Available Attendance Forms:					
Weekly					
6. Number of Credit Hours (Total) / Number of Units (Total) :					
3 Hours a Week. 20 Weeks (Total)=60 hrs					
7. Course administrator's name (mention all, if more than one name)					
Name: Farah Abdul Ilah Hijazi (PhD)					
8. Course Objectives					
<p>This course aims to improve students' pronunciation of English sounds and their knowledge. To achieve that, students will be introduced to the different organs of speech and be familiarized with their importance in producing speech sounds. Also, the students will stand at the difference between consonant vowels, how to describe them to be able to imitate their correct production. Students will practice that in addition to reading and transcribing basic English words. Not only this, the students will examine the importance and meaning of syllable, word stress, sentence stress, aspects of connected speech ending with intonation. At the end the students are supposed to recognize and be able to read not only English word but also sentences correctly.</p>					
9. Teaching and Learning Strategies					
10. Course Structure					
Week	Hour s	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method




1	3	Introductory Lecture+ how to improve English pronunciation, differences between sounds and letters.	Problems in English Pronunciation	Class discussion, using visual aids, repeat after me	Individual participation, asking questions, reading and reflecting
2	3	lungs & other articulators, below the larynx and Other organs of speech.	How the speech Organs work in English		=
3	3	Definition, importance and difference from vowels	Consonants		=
4	3	Consonants description	Consonants Description		=
5	3	Friction consonants definition description	Friction consonan		=
7	3	Friction consonants distribution and other features	Friction consonan		=
6	3	Stop consonants definition and description	Stop consonants		=
7	3	Stop consonants distribution and other features	Stop consonants		=
8	3	Nasal consonants description	Nasal consonants		=
9	3	Nasal consonants distribution and other features	Nasal consonants		=
10	3	Lateral consonant definition description and Criteria of conson description allophones	Lateral consonant		=
11	3	Gliding consonants definition description	Gliding consonant		=
12	3	Gliding consonants distribution and other features	Gliding consonant		=
13	3	Definition, number and types	Vowels		=

14	3	Criteria of vowel description	Simple Vowels		=
15	3	Definition	Diphthongs		=
16	3	Number, direction of the glide	Diphthongs		=
17	3	Number, direction of the glides	Triphthongs		=
18	3	Definition and explanation	Word groups Stressed syllable		=
19	3	Definition and explanation	Unstressed syllable		=
20	3	Definition and explanation	Weak forms Strong form Intonation		=

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student such as daily preparation, daily oral 5%, monthly 15, or written quiz 5%, final exam 60%. etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Better English Pronunciation : J.D. O'Connor
Main references (sources)	Better English Pronunciation : J.D. O'Connor
Recommended books and references (scientific journals, reports...)	English Phonetics and Phonology: Peter Roach 
Electronic References, Websites	Better English Pronunciation on YouTube

Course Description Form

1. Course Name:	
"Arabic language".	
2. Course Code:	
UOK101	
3. Semester:	
"2024 / 2025 (Annual)"	
4. Description Preparation Date:	
translates to "classrooms"	
5. Available Attendance Forms:	
2/50	
6. Number of Credit Hours (Total) / Number of Units (Total)	
7. Course administrator's name (mention all, if more than one name)	
name: "M.M. Alaa Mohammed Jafat." Gmail: ala076592@gmail.com.	
8. Course Objectives	
Course Objectives	First: Cognitive Objectives
The objectives of the Arabic language course are as follows:	



1. Introducing students to the fundamental rules of correct spelling to avoid mistakes in expression, aligning with their educational level.
2. Understanding the basic grammar rules necessary for their future studies and professional life.
3. Applying these rules easily without the need for rote memorization.
4. Identifying simple spelling and linguistic errors to avoid them.
5. Developing the ability to express oneself correctly without relying on others.
6. Recognizing the importance of the Arabic language in personal and professional life, enhancing vocabulary, and addressing common errors and challenges.

Secondly: Skill-based Objectives



9. Teaching and Learning Strategies

Strategy	<p>1. Explaining the basic rules of writing in the Arabic language.</p> <p>2. Applying linguistic knowledge skillfully and effortlessly.</p> <p>3. Analyzing linguistic structures and simple texts used in daily life.</p> <p>4. Demonstrating self-confidence and the ability to express oneself easily.</p> <p>5. Addressing minor personal errors.</p>
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10. Course Structure

No.	Hours	Required Learn	Unit or subject name	Learning method	Evaluation	
		Outcomes			method	
First week			مقدمة تعريفية بعلم الإملاء ووضعه ونشأته وتطوره	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
Second week			● الهمزة الأولية	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
Third week			الهمزة المنفصلة	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2



Fourth week			<ul style="list-style-type: none"> 2 الهمزة المتوسطة 	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
Fifth weeks			<ul style="list-style-type: none"> الهمزة المتوسطة الهمزة المتطرفة وتووين الفتح 	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
Sixth week			<ul style="list-style-type: none"> الناء المربوطة والناء المبسوطة 	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
seventh week			<ul style="list-style-type: none"> أنوار الرحمن في آيات القرآن (دراسة قرآنية) 	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
Ninth week			امتحان نصف الفصل	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
Tenth week				طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
Eleventh weeks				طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
Twelfth week			حروف الزيادة والنقصان	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2



thirteenth week			العدد والمعدود 1	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
Fourteenth Week			العدد والمعدود 2	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
Fifteenth Week			دراسة سورة الفاتحة بأساليب مجازية	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
			دلالة الاستعاذة قبل البسملة	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2



11. Course Evaluation

درجة الفصل الدراسي (200) توزع بالشكل الآتي :
الفصل الأول : 20
الامتحان النصف فصلي : 15
النشاط و الحضور : 5
الفصل الثاني : 20
الامتحان النصف فصلي : 15
النشاط و الحضور : 5
الامتحان النهائي : 60

12 Learning and Teaching Resources

Required textbooks (methodology, if any)

Key references (sources)	الملاء الفريد، نعوم جرجيس زرازير ، مكتبة اللغة العربية ، بغداد- العراق، ط6، 2017م
Recommended books and references (scientific journals, reports...)	الملاء الواضح، عبد المجيد النعيمي، مكتبة دار المثني، بغداد ط3، 1967م
Electronic references, websites	شبكة الوجة موقع فصيح اللكي مكتبة نرجس ونية ونية
Course Dev	● المكتبة الوقفية اللكي ونية مكتبة نور الالكتور ونية
elopment Plan	دریس تلام بین الحین و الآخر. ضوابط اللغة العربية. من خلال انتقاء المفردات الادبية. في اللغة العربية. ق وحث الطلبة على اهمية مخارج الحروف و اصواتها. القرآنية و استنتاج دلالتها.



Course Description Form



Course name .1	
Educational Psychology	
Course code .2	
HCEE009009 8	
Chapter/Year .3	
annual	
Date this description was prepared .4	
2025\3\5	
Available attendance forms .5	
hours per week 2	
Number of study hours (total) / Number of units (total) .6	
hours per year 4 credit hours 60	
Name of the course administrator (if more than one name is mentioned) .7	
<p>the name: M M Ali Jabbar Abdul Ali Email: alikafal950@gmail.com</p>	
Course objectives .8	
<p>Cognitive objectives</p> <ul style="list-style-type: none"> • understanding the nature of learning and the influencing factors In-1 learning process, such as motivation , intelligence, thinking and .memory • knowledge of learning theories such as the theory Behavioral And -2 • Cognitive And constructivism and understanding aspects of individual differences • Between learners and stages of development <p>Program Skill Objectives</p> <ul style="list-style-type: none"> • Skills of applying learning theories, including the behavioral theory -1 • which includes behavioral modification , • Difficult for students • Applying strategies that encourage students to participate -2 • .effectively in learning activities • . And increase motivation in learning 	<p>Subject objectives</p>

Teaching and learning strategies .9

- Strategy and lecture or presentation
- Project Based Learning Strategy
- Self-learning strategy
- Cooperative learning strategy
-
-

Evaluation methods

- .The evaluation depends on the questions
- **Oral**
- **and editorial**
- **And direct discussion**
-

Strategy

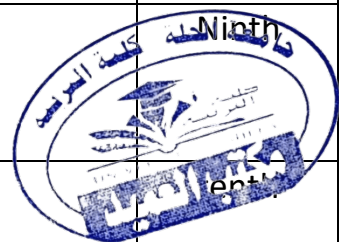


Course structure .10
First semester

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Tests	,Presentation discussion and brainstorming	Historical development of educational psychology	Achieving , cognitive, skill emotional, value or general skills goals	2	the first
Tests	,Presentation discussion and brainstorming	Characteristics of educational psychology	According to the content of the previously mentioned article	2	the second
Tests	,Presentation discussion and brainstorming	Educational Psychology Goals	According to the content of the previously mentioned article	2	the third
Tests	,Presentation discussion and brainstorming	The importance of educational psychology	According to the content of the previously mentioned article	2	Fourth
Tests	,Presentation discussion and brainstorming	trend of educational psychology	According to the content of the article referred to above	2	Fifth

Tests	,Presentation discussion and brainstorming Mental	Research Methods Educational Psychology	According to the content of the previously mentioned article	2	Sixth
Tests	,Presentation discussion and brainstorming	Research Methods in Psychology	According to the content of the previously mentioned article	2	Seventh
Tests	,Presentation discussion and brainstorming	Educational Psychology is his field of .study	According to the content of the article referred to above	2	The eighth
Tests	,Presentation discussion and brainstorming Mental	Attention concept and) factors (affecting it	According to the content of the article referred to above	2	Ninth
Tests	Presentation discussion and brainstorming	Perception and its division	According to the content of the previously mentioned article	2	tenth
Tests	,Presentation discussion and brainstorming	Feeling and its types	According to the content of the previously mentioned article	2	eleventh
Tests	,Presentation discussion and brainstorming Mental	Factors affecting perception and sensation	According to the content of the previously mentioned article	2	twelfth
Tests	,Presentation discussion and brainstorming Mental	Memory is understood, its types and the factors affecting it	According to content The previously mentioned material	2	thirteenth
Tests	,Presentation discussion and brainstorming Mental	Learning and its conditions	According to the content of the article referred to above	2	fourteenth
Tests	,Presentation discussion and brainstorming	Factors affecting it and Pavlov's theory	According to the content of the previously mentioned article	2	fifteenth
Second semester					

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Tests	,Presentation discussion and brainstorming	Behavioral trend	Achieving , cognitive, skill emotional, value or general skills goals		the first
Tests	,Presentation discussion and brainstorming Mental	Skinner 's procedural learning theory	According to the content of the previously mentioned article		the second
Tests	,Presentation discussion and brainstorming Mental	Cognitive trend	According to the content of the previously mentioned article		the third
Tests	,Presentation discussion and brainstorming Mental	Piaget's theory of cognitive development	According to the content of the previously mentioned article		Fourth
Tests	,Presentation discussion and brainstorming Mental	Motivation	According to the content of the article referred to above		Fifth
Tests	,Presentation discussion and brainstorming Mental	Humanistic) theory (Maslow	According to the content of the previously mentioned article		Sixth
Tests	,Presentation discussion and brainstorming Mental	Feeling	According to the content of the previously mentioned article		Seventh
Tests	,Presentation discussion and brainstorming Mental	Attention	According to the content of the article referred to above		The eighth
Tests	,Presentation discussion and brainstorming Mental	perception	According to the content of the article referred to above		Ninth
Tests	,Presentation discussion and brainstorming Mental	Sensory perception	According to the content of the previously mentioned article		Tenth
Tests	,Presentation discussion and	Memory	According to the content of the		eleventh



	brainstorming Mental		previously mentioned article		
Tests	,Presentation discussion and brainstorming Mental	forgetfulness	According to the content of the previously mentioned article		twelfth
Tests	,Presentation discussion and brainstorming Mental	Thinking	According to content The previously mentioned material		thirteenth
Tests	,Presentation discussion and brainstorming Mental	balanced nutrition	According to the content of the article referred to above		fourteenth
Tests	Written exam		Second semester exam		fifteenth

11. Course Evaluation

First semester exam 15 marks

Second semester exam 15 points

Attendance and participation 10 points

Final exam 60 marks



12. Learning and teaching resources

	Required textbooks (methodology if any)
Topics in Educational Psychology (Source Book)	Main References (Sources)
	Recommended supporting books and ,references (scientific journals, reports (.etc
	Electronic references , websites
<p>Updating content to keep pace with the latest .educational research and theories</p> <p>Enhancing the practical and interactive aspect of .teaching</p> <p>Improve assessment methods to effectively .measure understanding and skills</p>	Curriculum development plan

Development axes

Content update: Adding new topics such as .emotional intelligence, active learning

Enhancing practical application: Including case .studies and simulating educational situations

Improving teaching: using technology, project-.based learning

Assessment development: Varying methods between tests, practical activities, and research .reports



Course Description Form



1. Course Name: Interactions Reading	
2. Course Code: HCEE009009	
3. Semester / Year: Year	
4. Description Preparation Date: 4/3/2025	
5. Available Attendance Forms: Two hours per week	
6. Number of Credit Hours (Total) / Number of Units (Total): Sixty hours annually. Three credit.	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lect. Abdulkhaleq Hussein	
Email: abdooshdoon333@gmail.com	
8. Course Objectives	
Course Objectives	This course is designed to introduce first-year university students to essential reading strategies that promote deeper engagement and understanding of texts. This course focuses on developing critical reading skills, fostering active participation, and enhancing the ability to interact with texts at a meaningful level. Students will learn how to approach a variety of reading materials, ranging from academic articles to literary works, in a way that promotes critical thinking, analysis, and reflection.
9. Teaching and Learning Strategies	
Strategy	<ol style="list-style-type: none"> 1 .Develop strategies for active and interactive reading, such as questioning, annotating, and reflecting on texts. 2 .Enhance their ability to read critically and analytically across a variety of genres and disciplines. 3 .Understand and practice different reading techniques (e.g., skimming, scanning, close reading).

4. Improve comprehension, retention, and the ability to evaluate and summarize key ideas.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
first	2	Reading Skill	Listening Skills	Lecturing, discussing and presenting Presentation by students. Daily exams Oral and written And monthly written exams Duties and reports	Asking questions, and making discussions, and presentations by students. Besides the daily exam and written exam
2-3	4	Reading Skill	Speaking Skills		
4-5	4	Reading Skill			
6-7	4	Reading Skill Calendar	First monthly exam		
8-9	4	Reading Skill			
10-11	4	Reading Skill	Writing Skills		
12-13	4	Reading Skill			
14-15	4	Reading Skill Calendar	Reading Skills second monthly exam		

11. Course Evaluation

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 etc

12. Learning and Teaching Resources

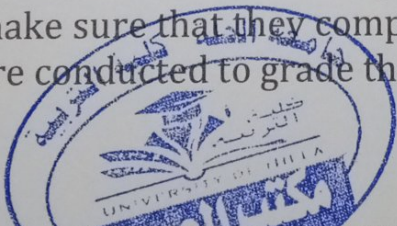
Required textbooks (curricular books, if any)	Pamela Hartmann and James Mentel. "Interactions Reading". Sixth Edition
Main references (sources)	Cambridge practice tests for IELTS by Vanes Jakeman and Clare McDowell
Recommended books and references (scientific journals, reports...)	Richards, J. C., Bycina, D., & Wisniewska, I. (2000) Person to person: Communicative and Speaking Skills. Student book 1. Oxford University Press.
Electronic References, Websites	BBC Learning English https://www.bbc.co.uk/learningenglish/



1. Course Name:
English Grammar
2. Course Code:
HCEE009009 1
3. Semester / Year:
2023-2024
4. Description Preparation Date: 2024-2025
5. Available Attendance Forms: three hour
6. Number of Credit Hours (Total) / Number of Units (Total) ninty hours annually. five credit.
7. Course administrator's name (mention all, if more than one name)
Name: Asst. Lect. Sundus Mohammad Email: nanaalwamthy1990@gmail.com
8. Course Objectives

Course Objectives	<ul style="list-style-type: none"> • Presenting an account of TG • Practicing Transformational processes • Testing the acquired skills.
-------------------	--

9. Teaching and Learning Strategies

Strategy	<p>The main strategy of the course is to present the topic in details on the board then asking students to do some drills in order to make sure that they comprehend the topic. Two monthly exams are conducted to grade the students.</p> 
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	8:30-10:3	Present simple tense	Ch.1	Interactive	Corrective feedback
2	8:30-10:3	present continues tense	Ch.1	Interactive	Corrective feedback
3	8:30-10:3		Ch.2		

4	8:30-10:3	Auxiliaries	Ch.2		
5	8:30-10:3	Auxiliaries	Ch.3		
6	8:30-10:3	Monthly Exam	Ch.3	Written Exam	20 Marks
7	8:30-10:3	past simple tense			
9	8:30-10:3	past continues tense	Ch.4		
10	8:30-10:3	present perfect	Ch.4		
11	8:30-10:3	Present perfect continues.	Ch.5		
12	8:30-10:3	Future	Ch.5		
13	8:30-10:3	future	Ch.5		
14	8:30-10:3	Monthly exam		Written exam	20 Marks

11. Course Evaluation

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..... etc

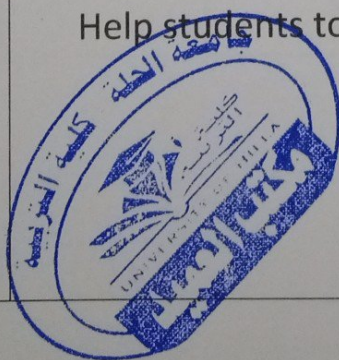
12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Transformational generative Grammar by Bruce Liles
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	



Course Description Form

1. Course Name:	
Listening and Speaking 2	
2. Course Code:	
HCEE0090019	
3. Semester:	
2 nd	
4. Description Preparation Date:	
5-3-2025	
5. Available Attendance Forms:	
Students' names list	
6. Number of Credit Hours (Total) / Number of Units (Total)	
5 units * 4 hours for each unit = 20 hours.	
7. Course administrator's name (mention all, if more than one name)	
Dr. Mozzammil Ahmed Abdallah Mohammed	
8. Course Objectives	
Course Objectives	First: Cognitive Objectives Help students to develop listening and speaking skills.



Secondly: Skill-based Objectives

1. To train students effectively develop their listening and speaking skills via lessons and exercises included in the syllabus.
2. To speak effectively about different topics in different contexts.

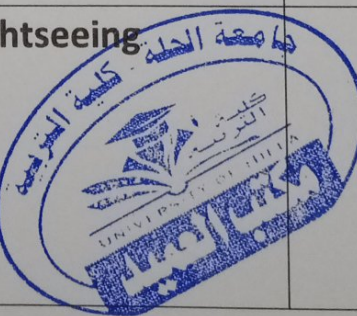
9. Teaching and Learning Strategies

- | | |
|-----------------|--|
| Strategy | <ul style="list-style-type: none"> • Learning in groups (group work) • Discussion • Audiovisual Content |
|-----------------|--|

10. Course Structure

No.	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First week	2	Describe and discuss films and programmes.	The media	Screen display discussion	Do practices and exercises in the lessons.

Second week	2	Understand and talk about the news.	• The media		Do practices and exercises in the lessons.
Third week	2	Describe symptoms	• Health		Do practices and exercises in the lessons.
Fourth week	2	Show concern and relief	• Health		Do practices and exercises in the lessons.
Fifth weeks	2	Understand detailed information about travel	Travel		Do practices and exercises in the lessons.
Sixth week	2	Enquire about renting car	• Travel		Do practices and exercises in the lessons.
seventh week	2	Ask for recommendation before going on a trip.	• Sightseeing		Do practices and exercises in the lessons.



Eighth week	2	Interrupt politely to ask for further information.	Sightseeing		Do practices and exercises in the lessons.
Ninth week	2	How to make appointments.	Requesting services		
Tenth week	2	Insist on what you want politely but firmly.	Requesting services		Do practices and exercises in the lessons.




11. Course Evaluation

The grade of the semester (100) is distributed as follows

Two monthly tests (15 for each one) + 60 marks for the final exam + 10 marks for attendance and participation.

12 Learning and Teaching Resources


Required textbooks (methodology, if any)

Key references (sources)	Real Listening and Speaking book 3
Recommended books and references (scientific journals, reports...)	
Electronic references, websites	
Course Development Plan	<ul style="list-style-type: none">• Updating scientific content:<ul style="list-style-type: none">- Focusing on topics that related to the student's environment.- Motivate students on self- directed learning.

- | | |
|--|---|
| | <ul style="list-style-type: none">• Practical and applied training: |
|--|---|



Course Description Template

1. Course Name: Phonological System	
2. Course Code : HCEE0090013	
3. Semester / Academic Year: 2025 / 2024	
4. Date of Course Description Preparation: 03/03/2025	
5. Available Attendance Mode: In-person	
6. Number of Credit Hours: (3) / Number of Units: (5)	
7. Course Coordinator Name: Name : Assistant Lecturer .Ahmed Riyadh Marzoog Email: ahmed_ryadh@hilla-unc.edu.iq	
8. Course Objectives	
Cognitive Objectives <ol style="list-style-type: none">1. Distinguishing and producing all English sounds and recognizing their features.2. Using phonetic symbols to transcribe English sounds.3. Identifying suprasegmental features such as stress, rhythm, and intonation.	
Skill-Based Objectives of the Program <ol style="list-style-type: none">1. Listening skill2. Speaking skill3. Writing skill4. Reading skill	
9. Teaching and Learning Strategies:	
Teaching and Learning Methods: Oral and written instruction	
Assessment Methods: Daily assessment	
10. Course Structure First Semester:	

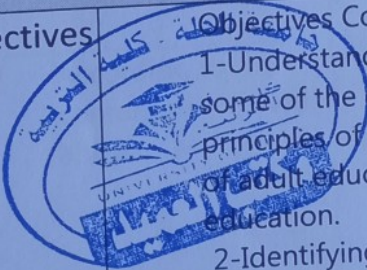
Assessment Method:	Learning Method:	Unit or Topic Name:	Required Learning Outcomes	Chapters	Week
Daily Test /Oral test	Practical and Theoretical Application:	Introduction to speech sounds	Understanding the Theoretical Aspects of the Course:	Chapter one	First
Daily Test /Oral test	Practical and Theoretical Application:	Introduction to speech sounds		Chapter one	SECOND
Daily Test /Oral test	Practical and Theoretical Application:	The production of speech sounds	Understanding the Theoretical Aspects of the Course:	Chapter Tow	THIRD
Daily Test /Oral test	Practical and Theoretical Application:	Long vowels, diphthongs and triphthongs		Chapter three	FOURTH
Daily Test /Oral test	Practical and Theoretical Application:	Voicing and consonants	Understanding the Theoretical Aspects of the Course:	Chapter four	FIFTH
Daily Test /Oral test	Practical and Theoretical Application:	Phonemes and symbols		Chapter five	SIXTH
Daily Test /Oral test	Practical and Theoretical Application:	Nasals and other consonants	Understanding the Theoretical Aspects of the Course:	Chapter six	SEVENTH
Daily Test /Oral test	Practical and Theoretical Application:	The syllable		Chapter seven	Eighth
Daily Test /Oral test	Practical and Theoretical Application:	Strong and weak syllables	Understanding the Theoretical Aspects of the Course:	Chapter eight	Ninth
Daily Test /Oral test	Practical and Theoretical Application:	Strong and weak syllables		Chapter nine	Tenth
-	Practical and Theoretical Application:	-	-	Test	Eleventh
	Practical and Theoretical Application:				Twelfth

	Practical and Theoretical Application:				الفصل الدراسي الثاني
	Practical and Theoretical Application:				الأسبوع
Daily Test /Oral test	Practical and Theoretical Application:	Stress in simple words	Understanding the Theoretical Aspects of the Course:		

طريقة التقييم	طريقة التعلم	اسم الوحدة او الموضوع	مخرجات التعلم المطلوبة	الساعات	
Daily Test /Oral test	Practical and Theoretical Application	Complex word stress	Understanding the Theoretical Aspects of the Course:		FIRST
Daily Test /Oral test	Practical and Theoretical Application	Variable stress	Understanding the Theoretical Aspects of the Course:		SECOND
Daily Test /Oral test	Practical and Theoretical Application	Weak forms	Understanding the Theoretical Aspects of the Course:		THIRD
Daily Test /Oral test	Practical and Theoretical Application	Problems in phonemic analysis	Understanding the Theoretical Aspects of the Course:		FOURTH
Daily Test /Oral test	Practical and Theoretical Application	Aspects of connected speech	Understanding the Theoretical Aspects of the Course:		FIFTH
Daily Test /Oral test	Practical and Theoretical Application	Intonation	Understanding the Theoretical Aspects of the Course:		SIXTH



Course Description Form

1. Course Name: Adult Education	
2. Course Code: HCEE0090021	
3. Semester: quarterly	
4. Description Preparation Date: 2024/2025	
5. Available Attendance Forms: 2 hours	
6. Number of Credit Hours (Total) / Number of Units (Total) 60 hours per year / 4 units	
7. Course administrator's name (mention all, if more than one name) di jodha/Sajjad Asaad Amer gmail.com@/sa9820951@gmail.com	
8. Course Objectives	
Course Objectives	<div style="text-align: center;">  </div> <p>Objectives Cognitive</p> <p>1-Understanding and knowing the concept of adult education and some of the concepts associated with it and knowing the basic principles of adult education, in addition to identifying the objectives of adult education and the appropriate age stage for adult education.</p> <p>2-Identifying the conditions that must be met for education to occur, whether related to the teacher or to the learner or to</p>

educational means and identifying the nature of motivations for adults.

Objectives Skills specific to the program

1-Enabling learners to acquire the knowledge and skills they need in their lives in order to become able to develop their lives and develop writing skills to express ideas clearly

2-Developing and acquiring skills that keep pace with technological and economic developments in order to adapt to environmental changes.

9. Teaching and Learning Strategies

Strategy

Brainstorming
Cooperative Learning
Lecture, Discussion and Dialogue
Evaluation methods

- Asking a scientific question that requires thinking about the answer
- Oral questions during the lecture
- Activating the role of participation and dialogue and conducting continuous QuIS tests

10. Course Structure

No.	Hours	Required Learning	Unit or subject name	Learning method	Evaluation
		Outcomes			method
First week	2	Achieving a set of cognitive, skill and emotional goals	Adult education concept	Presentation and discussion	Tests
Second week	2	According to the content mentioned above	Philosophy of Adult Education Programs	Presentation and discussion	Tests

Third week	2	According to the content mentioned above	Basic principles of adult education	Presentation and discussion	Tests
Fourth week	2	According to the content mentioned above	Appropriate age groups and conditions that make adults more responsive to education	Presentation and discussion	Tests
Fifth weeks	2	According to the content mentioned above	Adults' motivations for learning	Presentation and discussion	Tests
Sixth week	2	According to the content mentioned above	How adults practice learning and how they benefit from it	Presentation and discussion	Tests
seventh week	2	According to the content mentioned above	Criteria for Selecting Adult Education Content	Presentation and discussion	Tests
Ninth week	2	According to the content mentioned above	Conditions that must be met for adults to learn	Presentation and discussion	Tests
Tenth week	2	According to the content mentioned above	Why do adults learn	Presentation and discussion	Tests

Eleventh weeks	2	According to the content mentioned above	How to evaluate the adult education process.	Presentation and discussion	Tests
Twelfth week	2	According to the content mentioned above	The difference between evaluation and assessment	Presentation and discussion	Tests
thirteenth week	2	According to the content mentioned above	Foundations of cognitive education for adults	Presentation and discussion	Tests
Fourteenth Week	2	According to the content mentioned above	Foundations of experiential learning for adults	Presentation and discussion	Tests
Fifteenth Week	2	According to the content mentioned	Adult education goals	Presentation and discussion	Tests



11. Course Evaluation

The grade of the semester (100) is distributed as follows

12 Learning and Teaching Resources

Required textbooks (methodology, if any)

Key references (sources)

Recommended books and references
(scientific journals, reports...)

The concept of adult education and some associated concepts, taken from the book (Continuing Education: Theoretical Aspects and Applied Models) by Ali Al-Azirjawi, second edition.

Electronic references, websites

Course Development Plan



- Updating scientific content:
- Practical and applied training:

**model a description The
decision Academic**

.1 name The decision :	
Crimes party Resurrection	
. 2 code The decision :	
HCEE0090041	
.3 annual / quarterly :	
annual	
. 4date numbers a description The decision	
6-3-2025	
. 5 Shapes the audience :	
hours weekly 2	
.6 number Watches Academic Total / number Units)Total :	
60 hour Annually . 2lonliness	
. 7 responsible The decision Academic) male more from name (
the name:on Powerful slave on	
alikal950@gmail.com : Email	
. 8Goals The decision	
- Recognition on The I am a jerk The perpetrator from before system party Resurrection	Goals The decision
- Definition With rights Civil that Enjoy With it Citizen The Upgrade- Create consciousness more I have Students To refuse Types injustice	
.9education and Outputs	
Training the student on discussion skills And talk through following the dialogue method between The student And the professor	Outputs
. 10Vocabulary The decision	

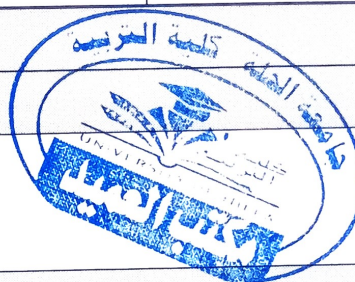


road Evaluation	road education	name Unity/or the topic	Outputs Learning Required investigation Goals(Cognitive or Skills or Sentimental And the value or skills General)	Watches	The week
Duties And tests	Lectures	Crimes language And technically	theoretical	2	1
Duties And tests	Lectures	Sections Crimes	theoretical	2	2
Duties And tests	Lectures	Types Crimes	theoretical	2	3
Duties And tests	Lectures	Decisions Outgoing from The court Criminal The Supreme	theoretical	2	4
Duties And tests	Lectures	Crimes Psychological And its effects	theoretical	2	5
Duties And tests	Lectures	Mechanisms Crimes Psychological	theoretical	2	6
Duties And tests	Lectures	Crimes Social	theoretical	2	7
Duties And tests	Lectures	position order The mission from Religion	theoretical	2	8
Duties And tests	Lectures	Militarization the society	theoretical	2	9
		exam		2	10
Duties And tests	Lectures	Violations Laws Iraqi	theoretical	2	11
Duties And tests	Lectures	Places Prisons And detention system Resurrection	theoretical	2	12
Duties And tests	Lectures	Crimes Environmental For the system Resurrection	theoretical	2	13

Duties And tests	Lectures	pollution The war and Radiation	theoretical	2	14
Duties And tests	Lectures	destruction Cities And the villages	theoretical	2	15
Chapter Two					
Duties And tests	Lectures	drying The marshes	theoretical	2	1
Duties And tests	Lectures	Sweeping The orchards	theoretical	2	2
Duties And tests	Lectures	Cemeteries Collective	theoretical	2	3
Duties And tests	Lectures	Latest Cemeteries annihilation	theoretical	2	4
Duties And tests	Lectures	Classification Temporal For graves Collective	theoretical	2	5
Duties And tests	Lectures	events general1963	theoretical	2	6
Duties And tests	Lectures	Cemeteries annihilation 1963-1979	theoretical	2	7
Duties And tests	Lectures	events general1980-1988	theoretical	2	8
Duties And tests	Lectures	events general1990	theoretical	2	9
Duties And tests	Lectures	Places Cemeteries Collective	theoretical	2	10
Duties And tests	Lectures	crime Kurds The Barzanis	theoretical	2	11
Duties And tests	Lectures	crime city Halabja	theoretical	2	12
Duties And tests	Lectures	The uprising Shaabaniya Cemeteries	theoretical	2	13

		Collective			
Duties And tests	Lectures	review For the material	theoretical	2	14
		Exam Final		2	15

. 11Ways Evaluation	
First semester exam 15 marks Second semester exam 15 points Attendance and participation 10 points Final exam 60 marks	
. 12Your sources education and Teaching	
Crimes system Resurrection in Iraq	1Books The reporter Required
Constitution Iraqi: 2005	the reviewer Home) Sources (
	Books and the reviewer that It is recommended With it) Magazines Scientific-Reports and Other(
	the reviewer Electronic and Sites Internet



Course Description Form



1. Course Name: 16 th and 17 th poetry	
2. Course Code: HCEE0090018	
3. Semester / Year: Year	
4. Description Preparation Date: 4/3/2025	
5. Available Attendance Forms: Three hours per week	
6. Number of Credit Hours (Total) / Number of Units (Total): Ninety hours annually. Four credit.	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lect. Abdulkhaleq Hussein	
Email: abdooshdoon333@gmail.com	
8. Course Objectives	
Course Objectives	This course explores the rich tapestry of poetry from the 16 th and 17 th eras, spanning the late 18 th to the early 20 th century. Students will delve into the works of major poets from these periods, examining the themes, styles, and contexts that shaped their poetry. From the revolutionary spirit of the 16 th to the intellectual and philosophical of the 17 th , this course traces the evolution of poetic expression in a time of great social, political, and cultural change.
9. Teaching and Learning Strategies	
Strategy	<p>To develop a deep understanding of the 16th and 17th eras poetry's major themes and concerns.</p> <p>To analyze the stylistic and formal elements that characterize poetry from these periods.</p> <p>To explore the historical, social, and cultural contexts in which these poets wrote.</p> <p>To enhance critical thinking and analytical skills through close reading and interpretation of poetic texts.</p>

To develop an appreciation for the enduring relevance and beauty of the 16th and 17th eras. Critical analysis of academic texts

- Watching films related to literature
- Learn to read and write correctly and practice it
- Answering questions and creating new ideas



10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
first	2	The Renaissance age	The Renaissance age	Lecturing,	Asking questions, and making discussions, and presentations by students. Besides the daily exam and written exam.
2-3	4	key features of Renaissance	Romantic poets	discussing and presenting	
4-5	4	Renaissance poets	First monthly exam	Presentation by students.	
6-7	2	Renaissance poets		And monthly written exams	
8-9	4	Calendar	Metaphysical age	Duties and reports	
10-11	4	Metaphysical age	second monthly exam	Daily exams	
12-13	4	Metaphysical poets		Oral and written	
14-15	2	Metaphysical poets			
		Calendar			

11. Course Evaluation

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 etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Shakir M. Mustafa Seventeenth-Century English Poetry
Main references (sources)	Ala'uddi H. Al-Juboei et. al. The Sixteen Century
Recommended books and references (scientific journals, reports...)	The Norton Anthology to English Literature II E.K.Brown and J.O.Baily (ed.)
Electronic References, Websites	Poemanalysis.com Gradesaver.com

Course Description Form

1. Course Name : Pedagogy and Curriculum Innovations

2. Course Code: HCEE0090020

3. Semester / Year: 2024-2025

4. Description Preparation Date: 05/3/2024

5. Available Attendance Forms: lectures

6. Number of Credit Hours (Total) / Number of Units (Total): 90 hours / 30 Units

7. Course administrator's name (mention all, if more than one name)

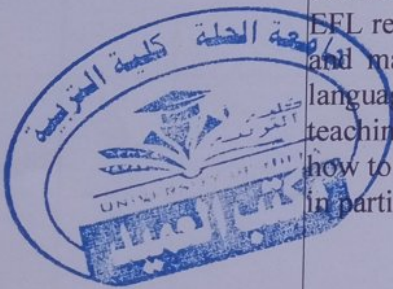
Name: Dr. Asim Abdelaziz Abdalla

Email: yaminasim123@gmail.com

8. Course Objectives

Course Objectives

.....
In the light of modern trends of TEFL, the course offers a foundation in approaches, methods, and materials for the teaching of foreign languages and English as a second language from the perspectives of language acquisition research. The course begins by reviewing the history and basic concepts pertaining to the field and ends with the writing of a teaching philosophy and a critical review of currently available teaching materials, both in light of current EFL curriculum research and theory. This course is about how to use EFL research and generalizations derived from it to inform teaching practice and materials design. The course concentrates on learning the history of language teaching methods so that it can solidify the current beliefs on teaching. Main goals of this course are to teach teachers about and teach them how to apply the communicative approach and task-based language teaching in particular.



9. Teaching and Learning Strategies

Strategy

-Interactive Strategy

10. Course Structure

Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation method
		Outcomes			
1	3	the students will be able to explain the development of language teaching methodologies and use the rationale behind current methods and teaching practices to inform their own teaching practice.	1. Definition of Basic Terms	Communicative Method	Formative and Summative Evaluation
2	3		2. Grammar Translation Method	Communicative Method	Formative and Summative Evaluation
3	3		Principles of GTM Techniques of GTM	Communicative Method	Formative and Summative Evaluation
4	3		3. The Direct Method	Communicative Method	Formative and Summative Evaluation
5	3		Principles of DM Techniques of DM	Communicative Method	Formative and Summative Evaluation
6	3		4. The Audiolingual Method	Communicative Method	Formative and Summative Evaluation
7	3		Principles of ALM Techniques of ALM	Communicative Method	Formative and Summative Evaluation
8	3		5. Total Physical Response Method	Communicative Method	Formative and Summative Evaluation
9	3		Principles of TPR Techniques of TPR	Communicative Method	Formative and Summative Evaluation
10	3		7. Communicative Language Teaching	Communicative Method	Formative and Summative Evaluation

11	3		Principles of CLT Techniques of CLT	Communicative Method	Formative and Summative Evaluation
12	3	the students will be able to read, understand, and think critically about current research pertaining to teaching methods and language teaching techniques to inform curriculum	8.Teaching listening	Communicative Method	Formative and Summative Evaluation
13	3		9.Teaching speaking	Communicative Method	Formative and Summative Evaluation
14	3		10.Teaching reading	Communicative Method	Formative and Summative Evaluation
15	3		11.Teaching writing	Communicative Method	Formative and Summative Evaluation
16	3		Exam		
17	3	the students will be able to provide a professional review of foreign or second language materials in light of current trends in teaching methodologies that can be used for initial textbook adoption, guidance in the use of materials, or the adaptation of materials. development	12.Teaching grammar	Communicative Method	Formative and Summative Evaluation
18	3		12.Teaching grammar	Communicative Method	Formative and Summative Evaluation
19	3		13.Teaching culture	Communicative Method	Formative and Summative Evaluation
20	3		14.Teaching vocabulary	Communicative Method	Formative and Summative Evaluation



21	3		15.Teaching pronunciation	Communicative Method	Formative and Summative Evaluation
22	3		16.Teaching communication strategies	Communicative Method	Formative and Summative Evaluation
23	3		17.Teaching technology in EFL Classroom	Communicative Method	Formative and Summative Evaluation
24	3	the students will be able to convey to others a coherent and well-articulated, theory-based teaching philosophy grounded in empirically tested research	18.Lesson planning	Communicative Method	Formative and Summative Evaluation
25	3		19.Curriculum development	Communicative Method	Formative and Summative Evaluation
26	3		Introduction and features	Communicative Method	Formative and Summative Evaluation
27	3		Types	Communicative Method	Formative and Summative Evaluation
28	3		20.The concept of curriculum	Communicative Method	Formative and Summative Evaluation
29	3		21.Curriculum theory	Communicative Method	Formative and Summative Evaluation
30	3		Exam		
			Final Exams		

11. Course Evaluation

First Course:

Monthly Exam: 20

Daily homework: 5

Total: 25

Second Course:

Monthly Exam: 20

Daily homework: 5

Total: 25

Total for the 1st and 2nd Courses: 50

Final Exam: 50

Final Grade: 100

12. Learning and Teaching Sources

Required textbooks (curricular books, if any)	1. Diane Larsen- Freeman. Techniques and Principles in Language Teaching. Oxford 3rd Edition. 2. Shatha Kathim Al-Saadi. Trends in ELT Syllabus Design. (2012). Recommended Textbooks: 3-Jack Richards & Willy A. Renandya. Methodology in Language Teaching: An Anthology of Current Practice (2002). Cambridge.
Main references (sources)	
Recommended books and references (scientific journal, reports)	
Electronic References, Websites	https://www.academia.edu/



Course Description Form

1. Course Name:	Select Reading
2. Course Code:	HCEE0090014
3. Semester / Year:	Annual
4. Description Preparation Date:	March 2024-2025
5. Available Attendance Forms:	On campus
6. Number of Credit Hours (Total) / Number of Units (Total):	60 hrs. per an academic year, 3 week.
7. Course Administrator's Name:	Ahmed M Jasim Email: ahmed_jasim@hilla-unc.edu.iq



8. Course Objectives


Course Objectives
<p>By the end of this course, students of English majors are expected to:</p> <ul style="list-style-type: none"> - Be fluent in reading and comprehend passages of different fields of knowledge. - Skim and scan quickly to know the main and supporting ideas. - Recognize new words, expressions, and phrases. - Summarize articles and stories. - Comment on memoir, interview, and poetry. - Analyze selected readings. - Develop communicative abilities. - Recall information, identify reasons and make inferences. - Set an argument. - Identify the themes of selected readings. - Know how to use research sources.

9. Teaching and Learning Strategies

Strategies
<p>Following various strategies to develop the student's reading and communication skills.</p> <ul style="list-style-type: none"> - Practicing reading and practicing its various techniques in class.

10. Course Structure

Week	Hours	Unit or Subject Name	Evaluation Method
1st	3	The Youngster Behind YouTube / When to Use Female Nouns	Monthly exams, Quizzes
2nd	3	Your Negative Attitude Can Hurt Your Career	
3rd	3	The Colorful World of Synesthesia	
4th	3	What Is Creative Thinking?	
5th	3	Listen Up	
6th	3	Students Won't Give Up Their French Fries	

7th	3	Why I Quit the Company	
8th	3	East Meets West on Love's Risky Cyber Highway	
9th	3	Don't Let Stereotype Wrap Your Judgment	
11th	3	The Art of Reading	
12th	3	When E.T. Calls	

11. Course Evaluation

The grade of the semester (100) is distributed as follows :

The grade distribution out of 100 is based on student tasks such as daily preparation, oral exams, monthly exams, or written exams.

12 Learning and Teaching Resources

Required textbooks (methodology, if any)

- *Select Reading: Upper Intermediate* – Linda Lee and Erik Gundersen (Oxford)
- *Interaction 1* – Pamela Hartmann and James Mentel (McGraw-Hill)

Key references (sources)

No additional primary references required.

Additional resources may include academic journals, research reports, and supplementary reading materials to enhance comprehension and critical analysis skills. Specific recommendations will be provided as needed.

Recommended books and references (scientific journals, reports...)

No additional primary references required for the course structure, as the required textbooks cover the core content.

Electronic references, websites

- Supplementary academic journals and research reports will be recommended to foster deeper understanding and engagement with the material.
- Additional reading materials may include case studies, contemporary articles, and academic texts related to the course objectives

Course Development Plan

- **Updating scientific content:**

Updating Scientific Content: Websites and electronic platforms will be identified for maintaining the most up-to-date academic and scientific resources, including databases and online publications.

- **Practical and applied training:**

- **Course Development Plan:** This section will outline the practical training components, ensuring students gain hands-on experience alongside theoretical learning. The plan will involve:
 - Designing exercises and activities that integrate real-world application.
 - Incorporating online learning tools or workshops to enhance practical skills.
 - Ongoing assessment strategies to measure both theoretical understanding and practical proficiency.



Course Description Template



1. Course name:	
Short story	
2. :Course code	
HUCEE0090017	
3. :Annual/Semesterly	
annual	
4. Course description preparation date	
4 -3 -2025	
5. :Attendance forms	
hours per week 2	
6. :Number of study hours (total) / Number of units (total)	
hours per year. Four credit hours 60	
7. Course Instructor (mention more than one name)	
Name :Asst. Lect. Qasim Jawad Abdulkadhim Emai :qjawad321@gmail.com	
8. Course objectives	
<p>Enabling students to use critical and analytical tools to read Methodological literary texts. And strengthening their literary sense</p> <p>And develop their ability to use various meanings and understand Study of economic, political and social intellectual content</p> <p>And the moral values presented in the literary work and development</p> <p>Their ability to write and expand their literary horizons</p> <p>.And their critical thinking</p>	<p>Course objectives</p>
9. Education and Outputs	
<p>A. Cognitive objectives</p> <p>A1 - Understanding literary texts</p>	<p>Outputs</p>

<p>A2 - Analysis of the stories in the curriculum A3 - Its literary and critical interpretation .A2 - Course specific skill objectives B1 - Developing the learner's ability to think analytically B2 - Developing the student's skills in understanding the literary text and writing critical articles B3 - The student should be able to create literary arguments based on the foundations of literary criticism B4 - The ability to compare literary texts through their critical and intellectual classification</p>	
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10. Course vocabulary

Evaluation method	Teaching method	Name of the unit or topic	Learning Outcome Requirements	Number of hours	The week
Daily test And oral Discussions	theoretical	Introduction: Pro	Cognitive	2	1
		Introduction: Literature Narrative		2	2
			My skills	2	3
Daily test Discussions		Introduction: Tools Literary	Cognitive	2	4
		Introduction: Critical Tools	My skills	2	5
Daily test		The Open Window Saki		2	6
		The Open Window Saki		2	7
Discussions		The Happy Prince Oscar Wilde		2	8
		The Happy Prince Oscar			



Daily test	Watch video And a lecture Interactive	Wilde	Cognitive	2	9
	Watch video an offer My presentat	The Happy Prince Oscar Wilde	My skills	2	10
Discussions	Interactive lecture	The Happy Prince Oscar Wilde		2	11
		The Dolls Hous Katherine Mansfield		2	12
Discussions	Interactive lecture	The Dolls Hous Katherine Mansfield	My conscienc	2	13
Daily test		The Black Cat Edgar Poe		2	14
Discussions	Watch video And a lecture Interactive	The Black Cat Edgar Poe	Cognitive	2	15
Daily test		Cat In The Rain Ernest Hemingway		2	16
Discussions	Reading texts	Cat In The Rain Ernest Hemingway	Cognitive	2	17
		Introduction to t novel		2	18
Discussions and writing			My skills	2	19



					For offers Presentation Private With students And seminars and the episodes Discussion inside Halls Academic
					
11. Evaluation methods					
Discussions - raising topics that interest the student to comment on and link them to the story topic. Quick tests And electronic tests					
12. Education and teaching resources					
Aziz Al-Mutalibi's short stories book and novel old man And the sea			Required textbooks 1		
Aziz al- Mutaliby , The validity Narrative Act: A Book of short storie Kawther Al- Jezairi , An Anthology short stories.			Main References (Sources)		
English books and references on literature in general and stories in .particular especially			Books and references he recommends (scientific (.journals , reports, etc		
Scientific encyclopedias and linguistic .and literary dictionaries Also the books that It contains the literary text and is available on Google .or other platforms			Electronic references and websites		

Course Description Form



1. Course Name: An Introduction to Academic Writing	
2. Course Code: HCEE0090015	
3. Semester: 2024-2025	
4. Description Preparation Date: 16/9/2025	
5. Available Attendance Forms: In-Person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
64h	3unit
7. Course administrator's name	
Asst. Lecturer Saif Thamer Kadhim	
Email: saif_thamer@hilla-unc.edu.iq	
8. Course Objectives	
Course Objectives	<p>1. First: Cognitive Objectives Introduce students to the significance of academic writing.</p> <p>2. Develop students' ability to write correctly.</p>

3. Enrich students' writing skills by expanding their vocabulary and expressions.

4. Enhance the effective use of English through essay writing.



Secondly: Skill-based Objectives

1. Improve students' ability to memorize a larger number of vocabulary words.

2. Foster students' ability to write creatively.

3. Enhance students' proficiency in English.

4. Develop students' ability to write different types of essays (descriptive, narrative, analytical, etc.).

9. Teaching and Learning Strategies

Strategy

Daily in-class discussions

Research-based activities

Use of modern technology (PowerPoint, etc.)

10. Course Structure					
No.	Hours	Required Learning	Unit or subject name	Learning method	Evaluation method
First week	2	Understanding theoretical aspects of the subject	Part 1 Writing a paragraph	Lecture/practical application	Daily/oral test
Second week	2	Understanding theoretical aspects of the subject	Writing process	Lecture/practical application	Daily/oral test
Third week	2	Understanding theoretical aspects of the subject	Unity and coherence	Lecture/practical application	Daily/oral test
Fourth week	2	Understanding theoretical aspects of the subject	Supporting details	Lecture/practical application	Daily/oral test
Fifth weeks	2	Understanding theoretical aspects of the subject	Review of paragraph structure	Lecture/practical application	Daily/oral test
Sixth week	2	Understanding theoretical aspects of the subject	Review of Unity and coherence	Lecture/practical application	Daily/oral test

seventh week	2	Understanding theoretical aspects of the subject	Review of Supporting details	Lecture/practical application	Daily/oral test
Ninth week	2	Understanding theoretical aspects of the subject	Part 2 Writing essay	Lecture/practical application	Daily/oral test
Tenth week	2	Understanding theoretical aspects of the subject	From paragraph to essay	Lecture/practical application	Daily/oral test
Eleventh weeks	2	Understanding theoretical aspects of the subject	Chronological order	Lecture/practical application	Daily/oral test
Twelfth week	2	Understanding theoretical aspects of the subject	Cause/ Effect essays	Lecture/practical application	Daily/oral test
thirteenth week	2	Understanding theoretical aspects of the subject	Comparison /Contrast essays	Lecture/practical application	Daily/oral test
Fourteenth Week	2	Understanding theoretical aspects of the subject	Paragraph and summary	Lecture/practical application	Daily/oral test
Fifteenth Week		Final exam	Final exam	Lecture/practical application	exam

11. Course Evaluation	
<p>The grade of the semester (100) is distributed as follows 20+20+60 Daily performance evaluation through discussions</p> <p>Assessment through periodic exams</p> <p>Assessment based on required reports</p>	



12 Learning and Teaching Resources	
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Required textbooks (methodology, if any)	
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Key references (sources)	Writing Academic English by Alice Oshima & Ann Hogue
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Recommended books and references (scientific journals, reports...)	Academic journals, reports, and online sources.
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Course Development Plan	<p>Delivering lectures in a way that aligns with modern education standards.</p> <p>Encouraging students to research valuable academic</p>
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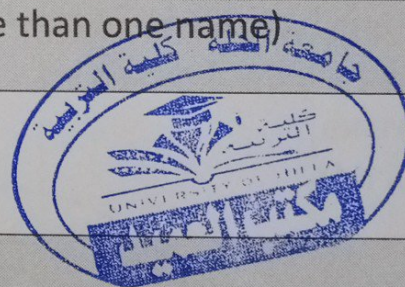


sources.

Providing structured lectures with visual presentations on academic writing.

Course Description Form

1. Course Name:	
Morphology and Syntax	
2. Course Code:	
HCEE0090012	
3. Semester:	
2 nd	
4. Description Preparation Date:	
5-3-2025	
5. Available Attendance Forms:	
Students' names list	
6. Number of Credit Hours (Total) / Number of Units (Total)	
5 units * 6 hours for each unit = 30 hours.	
7. Course administrator's name (mention all, if more than one name)	
Dr. Mozzammil Ahmed Abdallah Mohammed	
8. Course Objectives	
Course Objectives	First: Cognitive Objectives Helping students to reduce grammatical mistakes.



Secondly: Skill-based Objectives

- Explain Language rules and how to communicate in a written form and verbally without mistakes.


9. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> • Making students elicit the rules themselves by providing the examples firstly. • Making mistakes is a part of learning process and its correction occurs gradually, (don't worry about making mistakes) • Concentration on parts of speech and processes of word formation.
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10. Course Structure

No.	Hours	Required Learn	Unit or subject name	Learning method	Evaluation
		Outcomes			method
First week	3	Learning processes of compounding, derivation, invention, echoism and clipping	Processes of word formation 1	Screen display + discussion	Do practices and exercises in the lessons.



Second week	3	Learning acronymy, blending and back formation processes	Processes of word formation 2		Do practices and exercises in the lessons.
Third week	3	Learning folk – etymology, Antonomasia and reduplication	Processes of word formation 3		Do practices and exercises in the lessons.
Fourth week	3	Noun and pronoun paradigms types	Inflectional paradigms		Do practices and exercises in the lessons.
Fifth weeks	3	Verb paradigms and comparable paradigms	Inflectional Paradigms		Do practices and exercises in the lessons.
Sixth week	3	Learning different types of nouns and verbs	Parts of speech		Do practices and exercises in the lessons.
seventh week	3	Adjectives and adverbs forms and types.	Parts of Speech		Do practices and exercises in the lessons.

Eighth week	3	Noun and verb phrases	Syntax		Do practices and exercises in the lessons.
Ninth week	3	Subject and verbs functions.	Syntax		
Tenth week	3	How to form different types of sentences.	Basic sentence patterns		Do practices and exercises in the lessons.



11. Course Evaluation

The grade of the semester (100) is distributed as follows

Two monthly tests (15 for each one) + 60 marks for the final exam + 10 marks for attendance and participation.

12 Learning and Teaching Resources

Required textbooks (methodology, if any)

Key references (sources)	An Introductory English Grammar – Fourth Edition
Recommended books and references (scientific journals, reports...)	
Electronic references, websites	
Course Development Plan	<ul style="list-style-type: none">• Updating scientific content:<ul style="list-style-type: none">- Focusing on topics that related to the student's environment.Motivate students on self- directed learning.



- | | |
|--|---|
| | <ul style="list-style-type: none">• Practical and applied training: |
|--|---|



Course Description Form



Course name .1	Educational guidance						
Course code .2	HCEE0090030						
Chapter/Year .3	annual						
Date this description was prepared .4	2025\3\5						
Available attendance forms .5	hours per week 2						
Number of study hours (total) / Number of units (total) .6	hours per year 4 credit hours 60						
Name of the course administrator (if more than one name is mentioned) .7	Name: M.M. Ali Jabbar Abdul Ali Email: alikafal950@gmail.com						
Course objectives .8	<table border="1"> <thead> <tr> <th>Cognitive objectives</th> <th>Subject objectives</th> </tr> </thead> <tbody> <tr> <td> <ul style="list-style-type: none"> • Producing students to the concept of educational guidance and its importance .1 • Providing students with the skills necessary to practice educational guidance effectively .2 • Developing students' awareness of psychological and educational guidance methods and their role in supporting the educational process .3 • Promoting positive values and developing an integrated personality among students .4 </td> <td></td> </tr> <tr> <td> <ul style="list-style-type: none"> • Program Skill Objectives • Skills of applying learning theories, including the behavioral theory –1 .1 which includes behavioral modification .2 • Difficult for students .3 • Applying strategies that encourage students to participate effectively –2 .1 in learning activities .2 • And increase motivation in learning .3 </td> <td></td> </tr> </tbody> </table>	Cognitive objectives	Subject objectives	<ul style="list-style-type: none"> • Producing students to the concept of educational guidance and its importance .1 • Providing students with the skills necessary to practice educational guidance effectively .2 • Developing students' awareness of psychological and educational guidance methods and their role in supporting the educational process .3 • Promoting positive values and developing an integrated personality among students .4 		<ul style="list-style-type: none"> • Program Skill Objectives • Skills of applying learning theories, including the behavioral theory –1 .1 which includes behavioral modification .2 • Difficult for students .3 • Applying strategies that encourage students to participate effectively –2 .1 in learning activities .2 • And increase motivation in learning .3 	
Cognitive objectives	Subject objectives						
<ul style="list-style-type: none"> • Producing students to the concept of educational guidance and its importance .1 • Providing students with the skills necessary to practice educational guidance effectively .2 • Developing students' awareness of psychological and educational guidance methods and their role in supporting the educational process .3 • Promoting positive values and developing an integrated personality among students .4 							
<ul style="list-style-type: none"> • Program Skill Objectives • Skills of applying learning theories, including the behavioral theory –1 .1 which includes behavioral modification .2 • Difficult for students .3 • Applying strategies that encourage students to participate effectively –2 .1 in learning activities .2 • And increase motivation in learning .3 							

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Teaching and learning strategies .9

<p>Strategy and lecture or presentation • Project-based learning strategy • Self- learning strategy • Cooperative learning strategy •</p> <p align="center">Evaluation methods</p> <p>.The evaluation depends on the questions • Oral • and editorial • And direct discussion •</p>	<p>Strategy</p>
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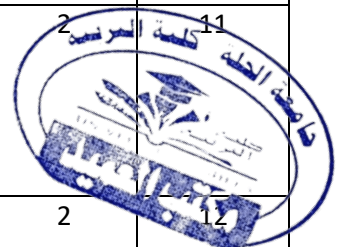


Course structure .10

First semester

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Tests	,Presentation discussion and brainstorming	Introduction to Educational :Guidance Concepts and Importance	Achieving cognitive, skill and emotional goals	2	1
Tests	,Presentation discussion and brainstorming	Goals and ethics of educational guidance	According to the content of the previously mentioned article	2	2
Tests	,Presentation discussion and brainstorming	Theories of psychological and educational counseling	According to the content of the previously mentioned article	2	3
Tests	,Presentation discussion and brainstorming	Educational counselor skills	According to the content of the previously mentioned article	2	4
Tests	,Presentation discussion and brainstorming	Individual and group counseling methods	According to the content of the previously mentioned article	2	5

Tests	,Presentation discussion and brainstorming	Common educational problems and ways to address them	According to the content of the previously mentioned article	2	6
Tests	,Presentation discussion and brainstorming	Career and academic guidance	According to the content of the previously mentioned article	2	7
Tests	,Presentation discussion and brainstorming	Mental Health and Counseling	According to the content of the previously mentioned article	2	8
Tests	,Presentation discussion and brainstorming	The relationship between the educational guide, the teacher and the family	According to the content of the previously mentioned article	2	9
Tests	,Presentation discussion and brainstorming	Problem solving and decision making strategies	According to the content of the previously mentioned article	2	10
Tests	,Presentation discussion and brainstorming	Behavior modification techniques	According to the content of the previously mentioned article	2	11
Tests	,Presentation discussion and brainstorming	The role of counseling in preventing school violence	According to the content of the previously mentioned article	2	12
Tests	,Presentation discussion and brainstorming	Practical applications in educational guidance	According to the content of the previously mentioned article	2	13
review	,Presentation discussion and brainstorming	General review	According to the content of the previously mentioned article	2	14
	exam	Final Exam	According to the content of the previously	2	15



			mentioned article		
Second semester					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	Watches	The week
Tests	,Presentation discussion and brainstorming	Learning Theories in Educational Guidance	Achieving cognitive, skill and emotional goals	2	1
Tests	,Presentation discussion and brainstorming	Childhood and Adolescent Counseling	According to the content of the previously mentioned article	2	2
Tests	,Presentation discussion and brainstorming	Family and educational guidance	According to the content of the previously mentioned article	2	3
Tests	,Presentation discussion and brainstorming	Guidance in special cases and needs	According to the content of the previously mentioned article	2	4
Tests	,Presentation discussion and brainstorming	Educational guidance and prevention of school dropout	According to the content of the previously mentioned article	2	5
Tests	,Presentation discussion and brainstorming	Analyzing behavioral problems and finding solutions	According to the content of the previously mentioned article	2	6
Tests	,Presentation discussion and brainstorming	Communication skills and effective communication	According to the content of the previously mentioned article	2	7
Tests	,Presentation discussion and brainstorming	Planning and Management in Educational Guidance	According to the content of the previously	2	8

			mentioned article		
Tests	,Presentation discussion and brainstorming	Employing technology in educational guidance	According to the content of the previously mentioned article	2	9
Tests	,Presentation discussion and brainstorming	Measurement and evaluation tools in guidance	According to the content of the previously mentioned article	2	10
Tests	,Presentation discussion and brainstorming	Professional ethics in educational guidance	According to the content of the previously mentioned article	2	11
Tests	,Presentation discussion and brainstorming	Case studies in educational guidance	According to the content of the previously mentioned article	2	12
Tests	,Presentation discussion and brainstorming	Applied projects in guidance	According to the content of the previously mentioned article	2	13
review	,Presentation discussion and brainstorming	General review	According to the content of the previously mentioned article	2	14
-	exam	Final Exam	According to the content of the previously mentioned article	2	15

Course Evaluation 11

First semester exam: 15 marks

Second semester exam: 15 points

Attendance and participation: 10 points


Final Exam: 60 marks

Learning and teaching resources .12



Counseling and mental health	Required textbooks (methodology if any)
Dr. Hussein Rabie Dr. Fahim Hussein Al-Turahi	Main References (Sources)
	Recommended supporting books ,and references (scientific journals (.reports, etc
Multiple websites	Electronic references , websites
<p>Educational Guidance Curriculum Development Plan (Abbreviated)</p> <p>: Objectives1.</p> <ul style="list-style-type: none"> Updating content according to the latest theories • . and methods Strengthening the practical aspect through field • . training Improving teaching and assessment methods • . using modern technology <p>: Development axes2.</p> <ul style="list-style-type: none"> Incorporating modern topics: Content update • . such as emotional intelligence and e-counseling Add: Enhance practical application • workshops, simulated guidance sessions, and . field visits Adopting interactive: Improving teaching • . education and digital technology Diversify methods: Evaluation development • between tests, projects, and practical assessment . 	<p>Curriculum development plan</p> 

Course Description Form

1. Course Name: academic Writing	
2. Course Code: HCEE0090024	
3. Semester: 2024-2025	
4. Description Preparation Date: March 5 2025	
5. Available Attendance Forms: physical sign-in sheets	
6. Number of Credit Hours (Total) / Number of Units (Total): 60/ 14 unit	
7. Course administrator's name (mention all, if more than one name)	
Ahmed Mahmood Jasim	
8. Course Objectives	
Course Objectives	 <ul style="list-style-type: none">• First: Cognitive Objectives Understand the principles of academic writing, including structure, style, and referencing." Identify the differences between formal and informal writing styles.• Secondly: Skill-based Objectives• Develop the ability to write clear and coherent academic essays.• Practice paraphrasing and summarizing academic texts effectively.

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9. Teaching and Learning Strategies

Strategy	<ol style="list-style-type: none"> 1. Lectures: Weekly sessions to introduce key concepts. 2. Workshops: Hands-on practice in writing and referencing. 3. Group Discussions: Collaborative analysis of academic texts. 4. Assignments: Weekly tasks to apply learning. 5. Feedback: Instructor and peer reviews for improvement. 6. Online Tools: Access to writing labs and grammar tools. 7. Case Studies: Real-world applications of academic writing. 8. Final Project: Research paper to integrate all skills.
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10. Course Structure

No.	Hours	Outcomes	Required Learn	Unit or subject name	Learning method	Evalu
					method	
First week	2		Introduction to Academic Writing: Purpose, Audience, and Structure			
Second week	2		Understanding Essay Titles and Brainstorming Ideas			



Third week	2		Reading Strategies: Finding and Evaluating Academic Sources		
Fourth week	2		Paraphrasing and Summarizing Academic Texts		
Fifth weeks	2		Writing Introductions and Conclusions		
Sixth week	2		Developing Arguments and Using Evidence		
seventh week	2		Referencing and Avoiding Plagiarism		
Ninth week	2		Writing Research Papers: Structure and Formatting		
Tenth week	2		Revising and Proofreading Academic Work		



9. Teaching and Learning Strategies

Strategy	<ol style="list-style-type: none"> 1. Lectures: Weekly sessions to introduce key concepts. 2. Workshops: Hands-on practice in writing and referencing. 3. Group Discussions: Collaborative analysis of academic texts. 4. Assignments: Weekly tasks to apply learning. 5. Feedback: Instructor and peer reviews for improvement. 6. Online Tools: Access to writing labs and grammar tools. 7. Case Studies: Real-world applications of academic writing. 8. Final Project: Research paper to integrate all skills.
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10. Course Structure

No.	Hours	Outcomes	Required Learn	Unit or subject name	Learning method
					method
First week	2		Introduction to Academic Writing: Purpose, Audience, and Structure		
Second week	2		Understanding Essay Titles and Brainstorming Ideas		



Third week	2		Reading Strategies: Finding and Evaluating Academic Sources		
Fourth week	2		Paraphrasing and Summarizing Academic Texts		
Fifth weeks	2		Writing Introductions and Conclusions		
Sixth week	2		Developing Arguments and Using Evidence		
seventh week	2		Referencing and Avoiding Plagiarism		
Ninth week	2		Writing Research Papers: Structure and Formatting		
Tenth week	2		Revising and Proofreading Academic Work		



Course Description Form



1. Course Name: Victorian Novel

2. Course Code: HUC-ENG-026

3. Semester / Year: Year

4. Description Preparation Date: 2024/5/1

5. Available Attendance Forms: Three hours per week

6. Number of Credit Hours (Total) / Number of Units (Total): Ninety hours annually. Five c

7. Course administrator's name (mention all, if more than one name)

Name: Hussein Talib

- Email: hussain_abd@hilla-unc.edu.iq

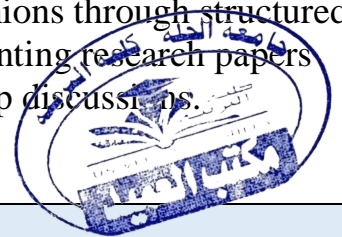
8. Course Objectives

Course Objectives

The course aims to provide students with a profound understanding of the historical and cultural circumstances that shaped the background of the Victorian era, and how these circumstances influenced the culture.

Analysis of key Victorian novels: The course aims to introduce students to a diverse range of prominent Victorian novels, such as "Wuthering Heights" by Emily Brontë and "Great Expectations" by Charles Dickens, and their writing styles and related themes.

Literary criticism application: The course aims to teach students skills in analyzing literary texts and expressing their opinions through structured criticism, including presenting research papers and participating in group discussions.



9. Teaching and Learning Strategies

Strategy

The Instructions :

Providing historical and cultural context: Students are required to study the historical and cultural context of the Victorian era, including the social, economic, and cultural conditions that influenced literary production during that period.

Reading and analyzing "Wuthering Heights" by Emily Brontë: Students must carefully read the novel and analyze its various aspects, including characters, themes, and narrative style.

Participation in group discussions and workshops: Students are expected to participate in group discussions and workshops that address various topics related to the novel and the Victorian era.

The Outcomes:

Deep understanding of the Victorian era and its novels: Students should gain a profound understanding of the Victorian era and its impact on literature and " culture, and be able to analyze Victorian novels including "Wuthering Heights".

Critical analysis skills: Students are expected to be able to analyze the literary elements in "Wuthering Heights" and formulate logical and structured critical opinions.

Development of writing skills: Students should enhance their writing skills


through writing critical and analytical essays based on the course material.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
One	3	Introduction to the Victorian era and the novel "Wuthering Heights"	An overview of the Victorian era and the novel	Presentation Discussion Concepts	Quiz Presentation Discussion
2-3	4	The History of the Victorian Era and its Cultural Environment	Studying The Historical and Cultural Context of the Novel	Lectures Discussions Examination excerpts	Written Test Presentation Participation
4-5	6	Analysis of the Main Characters in the Novel	Character Analysis of Cathy And Heathcliff	Excerpt Analysis Activities Group Work	Character Analysis Participation Group Discussions
6-7	4	Analysis of the Major Themes in the Novel	Analysis of the themes of love, revenge,	Workshop	Written Test

8-9	6	Analyzing Narrative Structure and Style in the Novel	and isolation Analyzing Story Structure and Writing Style	Excerpt Analysis Lectures Analyzing Excerpts Discussions	Presentation Theme Analysis Written Test
10-11	4	Analysis of Vision and Literary Criticism in the Novel	Analysis of Vision Presented Criticism in Novel	Discussions Readings Workshops	Analytical Article Participation in the Discussion
12-13	6	The Impact of the Novel on English Literature	A Study on the Influence of the Novel English Literature	Discussions	Analytical Article
14-15	4	Feminist Victorian Literature	A Study of Feminist Literature in the Victorian Era	Discussions	Analytical Article
16-17	6	Contemporary Literary Criticism Trends for the Novel	Exploring Modern Critical Methodologies Novel Analysis	Discussions	Analytical Article




		<p>The remaining weeks and hours are devoted students presentations, training seminars, and group discussion sessions.</p>			
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11. Course Evaluation


Distributing the score out of 100 according to the tasks assigned to the student such as daily preparat written exams, reports etc

12. Learning and Teaching Resources

<p>Required textbooks (curricular books, if any)</p>	<p>Wuthering Heights" by Emily Bront"</p> <p>The Victorian Novel" by Patrick Brantlinger</p> <p>The Cambridge Companion to the " Victorian Novel"</p> <p>edited by Deirdre David</p> <p>The Brontës: A Life in Letters" by " Juliet Barker</p> <p>"Victorian Literature: Sourcebook" edited by Fran O'Gorman</p>
<p>Main references (sources)</p>	<p>Victorian Literature and Culture" " journal</p> <p>Nineteenth-Century Literature" " journal</p> <p>The Victorian" journal"</p>

	<p>"Victorian Studies" journal</p> <p>The Dickensian" journal"</p>
<p>Recommended books and references (scientific journals, reports...)</p>	<p>Victorian Literature and Culture: A " Collection of Critical Essays" edited by Richard Cronin</p> <p>The Victorian Novel: A Collection of " Contemporary Reviews" edited by James Eli Adams</p> <p>Victorian Fiction: An Annotated " Bibliography" by John Sutherland</p> <p>nineteenth-Century Literature " "Criticism</p>
<p>Electronic References, Websites</p>	<p>Project Gutenberg</p> <p>JSTOR</p> <p>Victorian Web</p> <p>British Library</p> <p>Google Scholar'</p> 

Course Description Form

1. Course Name: Romantic and Victorian Poetry 1780-1900	
	
2. Course Code: HCEE0090027	
3. Semester: 2024-2025	
4. Description Preparation Date: 16/09/2024	
5. Available Attendance Forms: In-person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
120h	5unit
7. Course administrator's name	
Asst. Lecturer Saif Thamer Kadhim Email: saif_thamer@hilla-unc.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> ○ First: Cognitive Objectives Expand students' literary awareness and aesthetic appreciation. ○ Introduce students to various literary periods.

- Provide cultural knowledge about Western countries.
- Develop skills in reading, comprehension, analysis, criticism, and literary expression.



Secondly: Skill-based Objectives

- Enhance listening and literary perception skills.
- Equip students with teaching methodologies aligned with modern technological advancements.
- Train students in correct literary reading techniques and detailed analysis of poetic movements from the 16th and 17th centuries.
- Teach the structure of poems to enable students to write their own.

Strategy	<ul style="list-style-type: none"> ○ The course follows a structured approach that includes: ○ Assigning pre-lecture reading materials for students to familiarize themselves with the topics. ○ Reviewing previous lessons before starting new material. ○ Reading poems aloud expressively and analyzing them with student participation. ○ Discussing the meaning, themes, and poetic features of each poem. ○ Encouraging students to present their own interpretations and engage in discussions. ○ Weekly assessments to monitor student progress
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10. Course Structure					
No.	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First week	2	Introduction to Pre Romantic poetry	Pre-Romantic Poetry-	In-person	Participation

Second week	2	“Elegy Written in a country church yard”	Thomas Gray	In-person	Lecture discussion
Third week	2	“ The Lamb”	Blake William	In-person	Lecture discussion
Fourth week	2	“ the tiger”	William Blake	In-person	Lecture discussion
Fifth weeks	2	Discussion and analysis	Q/A	In-person	Evaluation
Sixth week	2	Mid term exam	<ul style="list-style-type: none"> • Test and answer 	In-person	Evaluation
seventh week	2	The World Is Too Much with Us	<ul style="list-style-type: none"> • William Wordsworth 	In-person	Lecture discussion
Ninth week	2	“ Kubla Khan”	S. T. Coleridge	In-person	analysis

Tenth week	2	“ Kubla Khan”	S. T. Coleridge	In-person	Lecture discussion
Eleventh weeks	2	ode to the west wind Reading	Shelley	In-person	Lecture discussion
Twelfth week		“ode to the west wind ” Analysis	Shelley	In-person	Lecture discussion
thirteenth week		“ode to th Nightingale ” Reading	Keats	In-person	Lecture discussion
Fourteenth Week		“ode to the nightingale ” Analysis	Keats	In-person	Lecture discussion
Fifteenth Week		Final exam	Q/A	In-person	evaluation

11. Course Evaluation

The grade of the semester (100) is distributed as follows

20+20+60

- Oral Questions during lectures to evaluate comprehension.
- Written Examinations including monthly and final exams.
- Short Quizzes to test immediate understanding.
- Group Discussions to foster intellectual competition among students.
- Weekly Reports to enhance research and writing skills.
- PowerPoint Presentations prepared by students to summarize and structure their learning.
- Video Presentations where students explain concepts to reinforce learning.



12 Learning and Teaching Resources

Required textbooks (methodology, if any)


Key references (sources)	The Poets World: James Reeves Prescribed Textbooks covering Romantic and Victorian poetry.
Recommended books and references (scientific journals, reports...)	Primary References including critical studies and academic journals
Electronic references, websites Supplementary Materials (articles, reports, and online resources).	Supplementary Materials (articles, reports, and online resources). Online Sources (digital literary archives and scholarly databases).
Course Development Plan	<ul style="list-style-type: none">● Focus on 18th-century poetry, emphasizing themes and

characteristics that influenced later poets.

- Integrate modern teaching techniques, including digital tools and online lectures.
- Provide detailed lectures with slides covering poets' biographies, major works, and historical contexts



Course Description Form

1. Course Name : Pedagogy and Curriculum Innovations	
	
2. Course Code: HCEE0090020	
3. Semester / Year: 2024-2025	
4. Description Preparation Date: 05/3/2024	
5. Available Attendance Forms: lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 90 hours / 30 Units	
7. Course administrator's name (mention all, if more than one name)	
Name: Dr. Asim Abdelaziz Abdalla Email: yaminasim123@gmail.com	
8. Course Objectives	
Course Objectives	<p style="text-align: center;">*****</p> <p>In the light of modern trends of TEFL, the course offers a foundation in approaches, methods, and materials for the teaching of foreign languages and English as a second language from the perspectives of language acquisition research. The course begins by reviewing the history and basic concepts pertaining to the field and ends with the writing of a teaching philosophy and a critical review of currently available teaching materials, both in light of current EFL curriculum research and theory. This course is about how to use EFL research and generalizations derived from it to inform teaching practice and materials design. The course concentrates on learning the history of language teaching methods so that it can solidify the current beliefs on teaching. Main goals of this course are to teach teachers about and teach them how to apply the communicative approach and task-based language teaching in particular.</p>
9. Teaching and Learning Strategies	

Strategy	-Interactive Strategy
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10. Course Structure

Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation
		Outcomes			method
1	3	the students will be able to explain the development of language teaching methodologies and use the rationale behind current methods and teaching practices to inform their own teaching practice.	1. Definition of Basic Terms	Communicative Method	Formative and Summative Evaluation
2	3		2. Grammar Translation Method	Communicative Method	Formative and Summative Evaluation
3	3		Principles of GTM Techniques of GTM	Communicative Method	Formative and Summative Evaluation
4	3		3. The Direct Method	Communicative Method	Formative and Summative Evaluation
5	3		Principles of DM Techniques of DM	Communicative Method	Formative and Summative Evaluation
6	3		4. The Audiolingual Method	Communicative Method	Formative and Summative Evaluation
7	3		Principles of ALM Techniques of ALM	Communicative Method	Formative and Summative Evaluation
8	3		5. Total Physical Response Method	Communicative Method	Formative and Summative Evaluation
9	3		Principles of TPR Techniques of TPR	Communicative Method	Formative and Summative Evaluation
10	3		7. Communicative Language Teaching	Communicative Method	Formative and Summative Evaluation



11	3		Principles of CLT Techniques of CLT	Communicative Method	Formative and Summative Evaluation
12	3	the students will be able to read, understand, and think critically about current research pertaining to teaching methods and language teaching techniques to inform curriculum	8.Teaching listening	Communicative Method	Formative and Summative Evaluation
13	3		9.Teaching speaking	Communicative Method	Formative and Summative Evaluation
14	3		10.Teaching reading	Communicative Method	Formative and Summative Evaluation
15	3		11.Teaching writing	Communicative Method	Formative and Summative Evaluation
16	3		Exam		
17	3	the students will be able to provide a professional review of foreign or second language materials in light of current trends in teaching methodologies that can be used for initial textbook adoption, guidance in the use of materials, or the adaptation of materials. development	12.Teaching grammar	Communicative Method	Formative and Summative Evaluation
18	3		12.Teaching grammar	Communicative Method	Formative and Summative Evaluation
19	3		13.Teaching culture	Communicative Method	Formative and Summative Evaluation
20	3		14.Teaching vocabulary	Communicative Method	Formative and Summative Evaluation

21	3		15.Teaching pronunciation	Communicative Method	Formative and Summative Evaluation
22	3		16.Teaching communication strategies	Communicative Method	Formative and Summative Evaluation
23	3		17.Teaching technology in EFL Classroom	Communicative Method	Formative and Summative Evaluation
24	3	the students will be able to convey to others a coherent and well-articulated, theory-based teaching philosophy grounded in empirically tested research	18.Lesson planning	Communicative Method	Formative and Summative Evaluation
25	3		19.Curriculum development	Communicative Method	Formative and Summative Evaluation
26	3		Introduction and features	Communicative Method	Formative and Summative Evaluation
27	3		Types	Communicative Method	Formative and Summative Evaluation
28	3		20.The concept of curriculum	Communicative Method	Formative and Summative Evaluation
29	3		21.Curriculum theory	Communicative Method	Formative and Summative Evaluation
30	3		Exam		
			Final Exams		

11. Course Evaluation

First Course:
 Monthly Exam: 20
 Daily homework: 5
 Total: 25
 Second Course:
 Monthly Exam: 20
 Daily homework: 5
 Total: 25
 Total for the 1st and 2nd Courses: 50
 Final Exam: 50

Final Grade: 100

12. Learning and Teaching Sources

Required textbooks (curricular books, if any)	1. Diane Larsen- Freeman. Techniques and Principles in Language Teaching. Oxford 3rd Edition. 2. Shatha Kathim Al-Saadi. Trends in ELT Syllabus Design. (2012). Recommended Textbooks: 3-Jack Richards & Willy A. Renandya. Methodology in Language Teaching: An Anthology of Current Practice (2002). Cambridge.
Main references (sources)	
Recommended books and references (scientific journal, reports	

Course Description Form

1. Course Name: Linguistics

2. Course Code: HCEE0090023

3. Semester: 3rd year

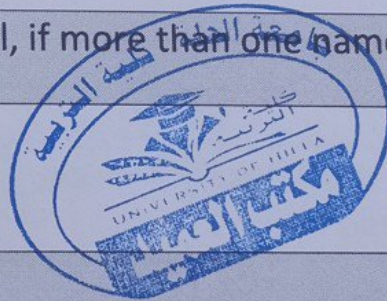
4. Description Preparation Date: 4-3-2025

5. Available Attendance Forms: In-person

6. Number of Credit Hours (3) / Number of Units (5)

7. Course administrator's name (mention all, if more than one name)

Asst. Lect. Jaafar Hasan Jasim
Jaafar.ejam@outlook.com



8. Course Objectives

Course Objectives

First: Cognitive Objectives

- 1- Theoretical knowledge of the nature of language and the science concerned with studying it.
- 2- Applying this knowledge by finding its different forms in linguistic uses in daily life.

Secondly: Skill-based Objectives

1- Providing the student with critical thinking, scientifically and critically.

2- Students' application of what they have learned.

9. Teaching and Learning Strategies

Strategy

- Auditory method
- Visual method
- Reading and fill-in-blanks method
- Questions and cooperative learning method

10. Course Structure

No.	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First week	3	Identifying the theoretical aspects	Introducing the course as whole	Exercises - PowerPoint	Participation - Quiz
Second week	3	Identifying the theoretical aspects	What is linguistics?	Exercises - PowerPoint	Participation - Quiz
Third week	3	Identifying the theoretical aspects	How does linguistics differ from traditional grammar?	Exercises - PowerPoint	Participation - Quiz
Fourth week	3	Identifying the theoretical aspects	The scope of linguistics	Exercises - PowerPoint	Participation - Quiz

Fifth week	3	Identifying the theoretical aspects	What is language?	Exercises - PowerPoint	Participation - Quiz
Sixth week	3	Identifying the theoretical aspects	What are the main properties of language?	Exercises - PowerPoint	Participation - Quiz
seventh week	3	Identifying the theoretical aspects	The study of language: Nineteenth century	Exercises - PowerPoint	Participation - Quiz
Eighth week	3	Identifying the theoretical aspects	The origins of language: The divine source, the natural sound source	Exercises - PowerPoint	Participation - Quiz
Ninth week	3	Identifying the theoretical aspects	the social interaction source, the physical adaptation source	Exercises - PowerPoint	Participation - Quiz
Tenth week	3	Identifying the theoretical aspects	the tool-making source, and the genetic source	Exercises - PowerPoint	Participation - Quiz
Eleventh weeks	3	Identifying the theoretical aspects	Animals and human language	Exercises - PowerPoint	Participation - Quiz
Twelfth week	3	Identifying the theoretical aspects	Communication, talking to animals	Exercises - PowerPoint	Participation - Quiz
thirteenth week	3	Identifying the theoretical	chimpanzees and language	Exercises - PowerPoint	Participation - Quiz

		aspects			
Fourteenth Week	3	Identifying the theoretical aspects	The sounds of language	Exercises - PowerPoint	Participation - Quiz
Fifteenth Week	3	Identifying the theoretical aspects	Exam	Exercises - PowerPoint	Participation - Quiz
Holliday					
First week	3	Identifying the theoretical aspects	Phonetics	Exercises - PowerPoint	Participation - Quiz
Second week	3	Identifying the theoretical aspects	Voiced and voiceless sounds	Exercises - PowerPoint	Participation - Quiz
Third week	3	Identifying the theoretical aspects	place of articulation, and manner of articulation	Exercises - PowerPoint	Participation - Quiz
Fourth week	3	Identifying the theoretical aspects	vowels (Simple and Diphthongs)	Exercises - PowerPoint	Participation - Quiz
Fifth week	3	Identifying the theoretical aspects	The sound patterns of language	Exercises - PowerPoint	Participation - Quiz
Sixth week	3	Identifying the theoretical aspects	Phonology, phonemes, phones and allophones, minimal pairs and sets.	Exercises - PowerPoint	Participation - Quiz

Course Description Form

1. Course Name:	
Renaissance Drama 16 th -18 th Century	
2. Course Code:	
HCCEE0090027	
3. Semester:	
2025-2024 Yearly	
4. Description Preparation Date:	
3-4-2025	
5. Available Attendance Forms:	
In-person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90 annual hours. 5 study units	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lect. Mustafa Khaleel Ibrahim Email: mustafakh268@gmail.com	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none">• Cognitive Objectives: Understand the main themes in Hamlet, such as internal conflict, revenge, madness, and the individual's relationship with society. Analyze the characters, events, and symbols in the play from a literary and critical perspective, linking them to historical



and philosophical contexts.

• **Program-Specific Skills Objectives:**

1. Develop critical analysis and literary interpretation skills through studying symbolism and themes in *Hamlet*.
2. Enhance the ability to write academic critical essays on the play, using arguments supported by textual evidence.

9. Teaching and Learning Strategies

Strategy

Teaching and Learning Strategies

- **Interactive Critical Analysis:** Through classroom discussions, analyze characters, events, and symbols to gain a deeper understanding of the play's meanings.
- **Project-Based Learning:** Assign students tasks such as preparing presentations or writing critical essays on specific themes in the play.
- **Comparative Reading:** Compare *Hamlet* with other literary works addressing similar themes, such as *Macbeth* or *King Lear*.
- **Simulation and Role-Playing:** Reenact key scenes from the play to understand character interactions and their impacts.

10. Course Structure

First semester:

No.	Hours	Required Learr	Unit or subject name	Learning method	Evaluation
		Outcomes			method



1	3	Theoretical and practical knowledge	- Introduction to Classical Plays and Their Characteristics	Theoretical and practical application	Weekly written and oral test
2	3	Theoretical and practical knowledge	<ul style="list-style-type: none"> Life and Works of William Shakespeare 	Theoretical and practical application	Weekly written and oral test
3	3	Theoretical and practical knowledge	<ul style="list-style-type: none"> Act 1 of <i>Hamlet</i>: Introduction and Characters 	Theoretical and practical application	Weekly written and oral test
4	3	Theoretical and practical knowledge	<ul style="list-style-type: none"> Act 2 of <i>Hamlet</i>: The Appearance of the Ghost 	Theoretical and practical application	Weekly written and oral test
5	3	Theoretical and practical knowledge	Act 3 of <i>Hamlet</i> : Hamlet's Internal Conflict	Theoretical and practical application	Weekly written and oral test
6	3	Theoretical and practical knowledge	<ul style="list-style-type: none"> Act 4 of <i>Hamlet</i>: Hamlet's Plan for Revenge 	Theoretical and practical application	Weekly written and oral test
7	3		<ul style="list-style-type: none"> Monthly Exam (Acts 1-4) 		Written exam

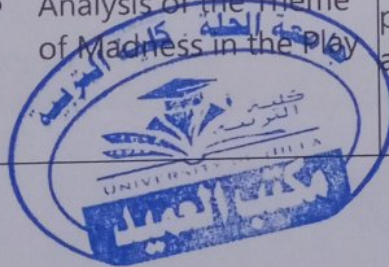


8	3	Theoretical and practical knowledge	Act 5 of <i>Hamlet</i> : The Play Within the Play	Theoretical and practical application	Weekly written and oral test
9	3	Theoretical and practical knowledge	Act 6 of <i>Hamlet</i> : The Death of Polonius	Theoretical and practical application	Weekly written and oral test
10	3	Theoretical and practical knowledge	Act 7 of <i>Hamlet</i> : Hamlet and Madness	Theoretical and practical application	Weekly written and oral test
11	3	Theoretical and practical knowledge	Act 8 of <i>Hamlet</i> : The Return of Laertes	Theoretical and practical application	Weekly written and oral test
12	3	Theoretical and practical knowledge	Act 9 of <i>Hamlet</i> : The Death of Ophelia	Theoretical and practical application	Weekly written and oral test
13	3		Monthly Exam (Acts 5-9)		Written exam
14	3	Theoretical and practical knowledge	Act 10 of <i>Hamlet</i> : Hamlet's Return	Theoretical and practical application	Weekly written and oral test

Second semester



No.	Hours	Required Learr	Unit or subject	Learning	Evaluation
		Outcomes	name	method	method
1	3	Theoretical and practical knowledge	- Act 11 of <i>Hamlet</i> : The Duel	Theoretical and practical application	Weekly written and oral test
2	3	Theoretical and practical knowledge	<ul style="list-style-type: none"> Act 12 of <i>Hamlet</i>: The Death of the Queen 	Theoretical and practical application	Weekly written and oral test
3	3	Theoretical and practical knowledge	<ul style="list-style-type: none"> Act 13 of <i>Hamlet</i>: The Death of Claudius 	Theoretical and practical application	Weekly written and oral test
4	3	Theoretical and practical knowledge	<ul style="list-style-type: none"> Act 14 of <i>Hamlet</i>: The End of Hamlet 	Theoretical and practical application	Weekly written and oral test
5	3	Theoretical and practical knowledge	Analysis of the Theme of Revenge in the Play	Theoretical and practical application	Weekly written and oral test
6	3	Theoretical and practical knowledge	<ul style="list-style-type: none"> Analysis of the Theme of Madness in the Play 	Theoretical and practical application	Weekly written and oral test



7	3		<ul style="list-style-type: none"> Monthly Exam (Acts 11-14) 		Written exam
8	3	Theoretical and practical knowledge	Analysis of Hamlet's Character	Theoretical and practical application	Weekly written and oral test
9	3	Theoretical and practical knowledge	Analysis of Claudius's Character	Theoretical and practical application	Weekly written and oral test
10	3	Theoretical and practical knowledge	Analysis of Ophelia's Character	Theoretical and practical application	Weekly written and oral test
11	3	Theoretical and practical knowledge	Analysis of Polonius's Character	Theoretical and practical application	Weekly written and oral test
12	3	Theoretical and practical knowledge	Analysis of Laertes's Character	Theoretical and practical application	Weekly written and oral test
13	3		Monthly Exam (Character Analysis)		Written exam
14	3	Theoretical and practical knowledge	Symbolism in <i>Hamlet</i>	Theoretical and practical application	Weekly written and oral test



11. Course Evaluation

Analytical tests (30 marks) including:
 First semester test (15 marks)
 Second semester test (15 marks)
 Attendance and discipline (10 marks)
 Final exam (60 marks)

12 Learning and Teaching Resources

- *Hamlet*, William Shakespeare.

Key references (sources)

- *The Cambridge Companion to Shakespeare*.
- Harold Bloom, *Hamlet: Poem Unlimited*.

Recommended books and references (scientific journals, reports...)

- A.C. Bradley, *Shakespearean Tragedy*.
- Stephen Greenblatt, *Will in the World: How Shakespeare Became Shakespeare*.

Electronic references, websites

- <https://www.sparknotes.com/shakespeare/hamlet/>
- <https://www.cliffsnotes.com/literature/h/hamlet>

Course Development Plan



Updating Academic Content:

- Include recent critical essays on the play to enhance students' understanding of various literary interpretations.
- Add comparisons between *Hamlet* and other literary works addressing similar themes, such as *Macbeth* or *King Lear*.
- Enhance content with historical and philosophical contexts related to the play, such as existential philosophy and critiques of power.

Improving Teaching Strategies:

- Use technology: Introduce analytical videos, online discussion platforms, and interactive materials to enhance student comprehension.
- Exploration-based learning: Encourage students to research different critical interpretations and discuss them in class.

- Integrate textual analysis with interactive activities: Such as reenacting scenes or rewriting parts of the play from another character's perspective.

Developing Assessment Methods:

- Include diverse assessments, such as critical blogs, research projects, and self and peer evaluations.
- Provide analytical exams focusing on critical thinking rather than memorization, enhancing analysis and interpretation skills.
- Design assessment activities focusing on practical application, such as comparing characters in the play with real historical or political figures.

Improving Educational Materials and References:

- Include documentary videos about William Shakespeare and the context in which the play was written. Provide critical essays from different schools of thought, such as psychoanalytic, Marxist, and structuralist criticism.
- Develop a reading guide with critical questions for each act to help students think deeply while reading.

Enhancing Student Involvement in the Learning Process:

- Encourage individual and group research projects on various themes in the play.
- Organize debates on different interpretations of the play to enhance critical thinking skills.



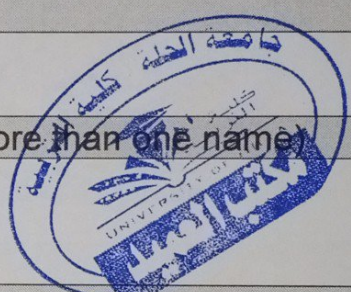
- Involve students in designing some discussion questions and exam questions to encourage independent thinking.

Measuring the Impact of Development:

- Analyze student performance before and after implementing changes to assess improvement in analysis and interpretation skills.
- Collect feedback from students on the effectiveness of new teaching strategies and their benefits.
- Review and update the course annually based on assessment results and feedback from students and faculty.



Course Description Form

1. Course Name: Advanced Listening and Speaking	
2. Course Code: HCEE0090037	
3. Semester / Year: Year	
4. Description Preparation Date: 5 /3/2025	
5. Available Attendance Forms: Two hours per week	
6. Number of Credit Hours (Total) / Number of Units (Total): Sixty hours annually. Three credit.	
7. Course administrator's name (mention all, if more than one name) Name: Asst. Lect. Sundus Mohammad Email: nanaalwamthy1990@gmail.com	
	
8. Course Objectives	
Course Objectives	<p>This course aims to improve students' advanced English listening and speaking, reading, and writing abilities. Students' capacity to comprehend and respond appropriately to spoken English in a range of circumstances will be enhanced through the use of a wide range of interesting activities and resources. The goal is to help students become more comfortable with speaking and listening as well as improving their accuracy and fluency.</p>
9. Teaching and Learning Strategies	
Strategy	<p>To enhance students' listening comprehension skills through exposure to a range of authentic spoken English materials.</p> <p>To improve students' ability to understand different accents, speech patterns and levels of formality in English.</p> <p>To develop students' speaking skills for both informal and formal contexts including discussions, presentations, and debates.</p> <p>To increase students' vocabulary and idiomatic expressions related to listening and speaking.</p>

To build students' confidence in using English in real-life situations through interactive activities and role-plays.
To provide students with strategies for effective listening and speaking academic and professional settings.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
first	2	Listening Skills	Listening Skills	Lecturing,	Asking questions, and making discussions, and presentations by students. Besides the daily exam and written exam.
2-3	4	Listening Skills	Speaking Skills	discussing and presenting	
4-5	4	Speaking Skills		Presentation by students.	
6-7	2	Calendar	First monthly exam	Daily exams	
8-9	4	Writing Skills	Writing Skills	Oral and written	
10-11	4	Writing Skills		And monthly	
12-13	4	Reading Skills	Reading Skills	written exams	
14-15	2	Reading Skills Calendar	second monthly exam	Duties and reports	

11. Course Evaluation

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 etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Richards, J. C., Bycina, D., & Wisniewska, I. (2000) Person to person: Communicative and Speaking Skills. Student book 1. Oxford University Press.
Main references (sources)	Cambridge practice tests for IELTS by Vanes Jakeman and Clare McDowell
Recommended books and references (scientific journals, reports...)	Richards, J. C., Bycina, D., & Wisniewska, I. (2000) Person to person: Communicative and Speaking Skills. Student book 1. Oxford University Press.
Electronic References, Websites	BBC Learning English https://www.bbc.co.uk/learningenglish/

1. Teaching institution: Al-Hilla University College					
2. University Department: English Department					
3. Course Name/Code: Linguistics- HCEE0090032					
4. Modes of attendance: weekly					
5. Semester / year: Yearly					
6. Number of Hours (Total): 60-90					
7. Description Preparation Date: March/2025					
8. Course Aims					
Understanding the nature of language in general.					
Increasing our knowledge and understanding of the world.					
Providing knowledge that is attained in linguistics has many Practical applications.					
9. Learning Outcomes:					
Learning the Meaning, Understanding Synonyms, antonyms and, Defining Pragmatics., Identifying reference and inference terms, Defining Speech Acts, presupposition and Politeness, Understanding Discourse Analysis, Defining Cohesion					
10. Teaching and Learning Methods					
Presenting some general linguistic terms to the 4 th stage students.					
Addressing the students with some reviewing notes on the major points under study.					
Highlighting the main points raised with supporting basic terms.					
Asking for the students' feedback on the lecture items which illustrated in the lecture.					
11. Assessment methods					
Asking questions and discussing, oral quizzes, Presentations, written exams					
12. Course Structure (Course 1)					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Learning the Meaning	Semantics: Meaning and semantic features.	Lecture and discussion	Ask questions and discuss
2	3	Learning the Meaning	Semantics: Meaning and semantic features.	Lecture and discussion	Ask questions and discuss
3	3	Understanding Synonyms, antonyms and	Lexical Relations: Synonyms, antonyms and word play.	Lecture and discussion	ask questions

4	3	Understanding Synonyms, antonyms and	Lexical Relations: Synonyms, antonyms and word play.	Lecture and discussion	ask questions
5	3	Defining Pragmatics.	Pragmatics	Brainstorming	Daily exam
6	3	Defining Pragmatics.	Pragmatics	Brainstorming	Daily exam
7	3	Identifying reference and inference terms	Reference and inference	Lecture and discussion	ask questions
8	3	Identifying reference and inference terms	Reference and inference	Lecture and discussion	ask questions
9		Calendar	First monthly exam	questions	Written exam
10	3	Defining Speech Acts, presupposition and Politeness	Speech Acts Presupposition and Politeness.	Flipped Class	Discussion
11	3	Defining Speech Acts, presupposition and Politeness	Speech Acts Presupposition and Politeness.	Flipped Class	Discussion
12	3	Understanding Discourse Analysis	Discourse Analysis.	Lecture and discussion	ask questions
13	3	Understanding Discourse Analysis	Discourse Analysis.	Lecture and discussion	ask questions
14	3	Calendar	Second monthly exam	Questions	Written exam
15	3	Understanding cohesive ties	PPT	Class discussion	Pair work
16	3	Defining Cohesion	Cohesion.	Lecture and discussion	ask questions
17	3	Defining Cohesion	Cohesion.	Lecture and discussion	ask questions
18	3	Explain how first language is acquired	First language acquisition	Class discussions	ask questions
19	3	Explain how first language is acquired	First language acquisition	Class discussions	ask questions
20	3	Discuss how second language is acquired	Second language acquisition	Class discussions	ask questions
21	3	Discuss how second language is acquired	Second language acquisition	Class discussions	ask questions

11. Course Evaluation:

First monthly: 15%

Second monthly: 15%

Participation: 5%

Quizzes: 5%

Final: 60%

Required textbooks (curricular books, if any)	Yule, G.(2010).The Study of Language. Cambridge: Cambridge University Press.
Main References (sources)	Yule, G.(2010).The Study of Language. Cambridge: Cambridge University Press.
Recommended books and References (Scientific journals, reports...)	Crystal, D. (2008). A Dictionary of Linguistics and Phonetics (6th ed.) . Oxford: Blackwell Publishing Ltd.
Electronic References, Websites	The PDF version of the book

1. Teaching institution: **Al-Hilla University College**
2. University Department: **English Department**
3. Course Name/Code: **Contemporary Grammar of English- HCEE0090031**
4. Modes of attendance: **weekly**
5. Semester / year: **Yearly**
6. Number of Hours (Total): **60-90**
7. Description Preparation Date: **March/2025**

8. Course Aims

By the end of this course student will be familiar with a several major areas of English Grammer, which extends their understanding of the same.

9. Learning Outcomes:

Student learn about the grammatical features and the different kind of sentences
They learn about the cluse patterns, elements and their meanings, concord, negation, questions commands, the complex sentence, finite and nonfinite, and verbless clauses.

10. Teaching and Learning Methods

Presenting some general linguistic terms to the 4th stage students.
Addressing the students with some reviewing notes on the major points under study.
Highlighting the main points raised with supporting basic terms.
Asking for the students' feedback on the lecture items which illustrated in the lecture.

11. Assessment methods

Asking questions and discussing, oral quizzes, Presentations, written exams

12. Course Structure (Course 1)

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	The simple sentence	The simple sentence	Lecture and discussion	Ask questions and discuss
2	3	Clause patterns	Clause pattern	PPT	Ask questions and discuss
3	3	Elements and their meanings	Elements and their meanings	Lecture and discussion	ask questions
4	3	First Monthly Exam			
5	3	Concord	Concord	Class discussion	ask questions
6	3	Negation	Negation	Class discussion	ask questions

7	3	Questions	Questions	Class discussion	ask questions
8	3	Commands	Commands	Class discussion	ask questions
9	3	The Complex Sentence	The Complex Sentence	Flipped Class	Discussion
10	3	Finite and nonfinite clause	Finite and nonfinite clause	Class discussion	Discussion
11	3	Verbless clauses	Verbless clauses	Lecture and discussion	ask questions
12	3	Subordinators	Subordinators	Questions	ask questions
13	3	Subordination	Subordination	Questions	quizzes
14	3	Nominal clauses	Nominal clauses	Questions	quizzes
15	3	Adverbial clauses	Adverbial clauses	Lecture and discussion	ask questions
16	3	Comparative sentences	Comparative sentences	Lecture and discussion	ask questions
17	3	The verb phrase in dependent clauses	The verb phrase in dependent clauses	Class discussions	ask questions
18	3	Direct Speech	Direct Speech	Class discussions	ask questions
19	3	Indirect speech	Indirect speech	Class discussions	ask questions
20	3	Review			

11. Course Evaluation:

First monthly: 15%

Second monthly: 15%

Participation: 5%


Quizzes: 5%

Final: 60%

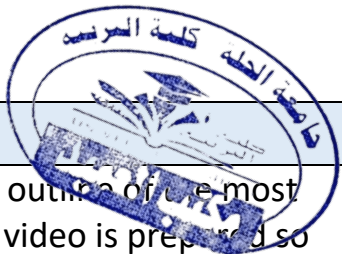


Required textbooks (curricular books, if any)	A University Grammar of English, Randolph Quirk Sidney Greenbaum
Main References (sources)	A University Grammar of English, Randolph Quirk Sidney Greenbaum
Electronic References, Websites	The PDF version of the book

Course Description Form

1. Course Name: Translation	
2. Course Code: HCEE0090036	
3. Semester: 2024-2025	
4. Description Preparation Date:16/9/2024	
5. Available Attendance Forms: in-person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
64h	3unit
7. Course administrator's name	
Assist Lecturer Saif thamer Kadhim Email: saif_thamer@hilla.unc.edu.iq	
8. Course Objectives	
Course Objectives	<p>First: Cognitive Objectives</p> <ul style="list-style-type: none"> • Expanding the student's knowledge and developing their linguistic aspect. • Enabling the student to understand the theoretical side of translation by studying translation methods.

	<ul style="list-style-type: none"> • Recognize the distinction between the rules of the source and target language. <p>Recognize translation issues and how to solve them</p> <p>Secondly: Skill-based Objectives</p> <ul style="list-style-type: none"> • Develop their listening skills and linguistic perception. • Provide them with teaching skills and correct teaching methods that keep pace with the technological age. • Teach students how to translate texts. • Teach students how to extract the meaning equivalent to the idea of the source text
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9. Teaching and Learning Strategies

Strategy	<p>- Identify the material in the syllabus as well as an outline of the most important topics required. In addition, a YouTube video is prepared so that the student can understand the material in detail before the lecture begins. At the beginning of the lecture, the most important things that were studied in the previous lecture are reviewed, and then a PowerPoint is displayed in which the material is presented in the form of brief points in addition to the textbook, citing examples from the book. The student is then asked for feedback by asking questions to see if the student has understood the lesson or not. The student is then asked to solve the exercises on the board with an explanation of the steps in the phonetic analysis. The student is also assigned homework involving the</p>
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use of paper and pen to ensure maximum benefit from the lesson, and at the end, the student is given the assignment to prepare for the next lecture

Evaluating.

- Asking oral questions and discussing the student in class.
- Conducting monthly and final exams and quizzes.
- Making students discuss among themselves and creating scientific competition among them

10. Course Structure

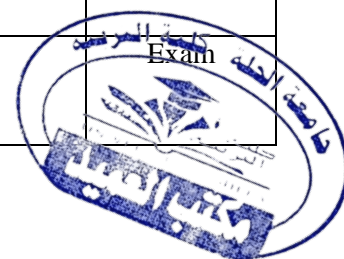
No.	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First week	2	Studying different translation schools and their impact on practice	Introduction to Translation Theories	In-person	Daily and oral test
Second week	2	Studying different translation schools and their impact on practice	Introduction to Translation Theories	In-person	Daily and oral test
Third week	2	literal translation, dynamic equivalence, and contextual interpretation	Translation Techniques	In-person	Daily and oral test



Fourth week	2	literal translation, dynamic equivalence, and contextual interpretation	Translation Techniques	In-person	Daily and oral test
Fifth weeks	2	Reviewing common translation mistakes and how to avoid them	Error Analysis and Machine Translation	In-person	Daily and oral test
Sixth week	2	Reviewing common translation mistakes and how to avoid them	Error Analysis and Machine Translation	In-person	Daily and oral test
seventh week	2	Mid term exam	exam	In-person	Exam
eighth week	2	narratives, and stylistic features of different genres.	Literary Translation	In-person	Daily and oral test
ninth week	2	narratives, and stylistic features of different genres.	Literary Translation	In-person	Daily and oral test
Tenth weeks	2	covering legal, scientific, media, and business texts.	Specialized Translation	In-person	Daily and oral test



eleventh week	2	covering legal, scientific, media, and business texts.	Specialized Translation	In-person	Daily and oral test
twelfth week	2	Addressing linguistic and cultural challenges in translation.	Comparative Analysis of Arabic and English	In-person	Daily and oral test
thirteenth Week	2	Addressing linguistic and cultural challenges in translation.	Comparative Analysis of Arabic and English	In-person	Daily and oral test
fourteenth Week	2	Assigning students real-world translation tasks for analysis and discussion	Translation Projects and Practical Applications	In-person	Daily and oral test
Fifteenth week		Final Exam	Final Exam	In-person	Exam





11. Course Evaluation	
The grade of the semester (100) is distributed as follows 20+20+60	
12 Learning and Teaching Resources	
Required textbooks (methodology, if any)	
Key references (sources)	Introduction to Translation - Part I
Recommended books and references (scientific journals, reports...)	Translation as Problems and Solutions by Ghazala
Course Development Plan	A suggestion to keep abreast of developments in the English language at the structural level and to change the curricula adopted in colleges to those closer to the reality of the English language

Course Description Form



1. Course Name:	
Observation and Practice	
2. Course Code:	
3. Semester / Year:	
2024-2025	
4. Description Preparation Date:	
20-2-2025	
5. Available Attendance Forms:	
Classroom	
6. Number of Credit Hours (Total) / Number of Units (Total)	
2 hours \ 4 units	
7. Course administrator's name (mention all, if more than one name)	
8. Course Objectives.	
9.	
Course Objectives	<ul style="list-style-type: none"> • Course Objectives: • . 1. To teach students hoe to design the objectives. • 2. To teach students how to teach English language using the communicative approach • 3. To teach students how to practice teaching in schools.
10. Teaching and Learning Strategies	
Strategy	Relying on the form of preparing students for discussion and assigning them to explain some paragraphs of the subject. Promote competition among students and encourage them to choose different texts for translation.
11. Course Structure	

Evaluation method	Learning method	Unit or subject name	Required Learning Outcomes	Hours	Week
Oral discussion	Classroom	Historical Background on Teaching Methods	Studying the Historical Background on Teaching Methods	Two hours	First week
Oral discussion	Classroom	The Communicative Approach 	Having an idea about The Communicative Approach in language teaching	Two hours	Second week
Oral discussion	Classroom	The Objectives and How to Formulate them	Studying The Objectives of the lessons and How to Formulate them	Two hours	Third week
Oral discussion	Classroom	Lesson Plans and How to Make them (Practice)	Knowing the importance of Lesson Plans and How to Make them (Practice)	Two hours	Fourth week
Oral discussion	Classroom	Observation in the School	Having Observation in the School to get experience	Two hours	Fifth week
Oral discussion	Classroom	Observation in the School	Having Observation in the School to get experience	Two hours	Week Six
Oral discussion	Classroom	Discussing the Reports of Observation	Discussing the Reports of Observation done in the schools	Two hours	Week seven
Oral discussion	Classroom	Practice: Presenting Training Lessons by Students	Practice: Presenting Training Lessons by Student inside the classroom giving some notes about this activity with the participation of other students	Two hours	Week eight

Oral discussion	Classroom	Practice: Presenting Training Lessons by Students	Practice: Presenting Training Lessons by Students inside the classroom giving some notes about this activity with the participation of other students	Two hours	Week Nine
Oral discussion	Classroom	Practice: Presenting Training Lessons by Students	Practice: Presenting Training Lessons by Student inside the classroom giving some notes about this activity with the participation of other students	Two hours	Week Ten
Oral discussion	Classroom	Practice: Presenting Training Lessons by Students	Practice: Presenting Training Lessons by Students	Two hours	eventh week
Oral discussion	Classroom	Practice: Presenting Training Lessons by Students 	Practice: Presenting Training Lessons by Students inside the classroom giving some notes about this activity with the participation of other students	Two hours	twelfth week
Oral discussion	Classroom	Practice: Presenting Training Lessons by Students	Practice: Presenting Training Lessons by Students inside the classroom giving some notes about this activity with the participation of other students	Two hours	Thirteenth week
Oral discussion	Classroom	Practice: Presenting Training Lessons by Students	Practice: Presenting Training Lessons by Students inside the classroom giving some notes about this activity with the participation of other students	Two hours	Fourteenth week
	Classroom	Practice: Presenting Training Lessons by Students	Practice: Presenting Training Lessons by Student inside the classroom giving some notes about this activity with the participation of other students	Two hours	fteenth week

Oral discussion	Classroom	Preparation for the Application	Preparation for the practical teaching in Iraqi schools	Two hours	Week Sixteen
Oral discussion	Classroom	Preparation for the Application	Having teaching practice in Iraqi school	Two hours	Seventeenth week
Oral discussion	Classroom	Practical Teaching in Schools	Having teaching practice in Iraqi school	Two hours	Week Eighteen
Oral discussion	Classroom	Practical Teaching in Schools	Having teaching practice in Iraqi school	Two hours	Nineteenth week
Oral discussion	Classroom	Practical Teaching in Schools	Having teaching practice in Iraqi school	Two hours	Week twenty
Oral discussion	Classroom	Practical Teaching in Schools	Having teaching practice in Iraqi school	Two hours	Week Twenty-first
Oral discussion	Classroom	Practical Teaching in Schools	Having teaching practice in Iraqi school	Two hours	Week Twenty Two
Oral discussion	Classroom	Practical Teaching in Schools	Having teaching practice in Iraqi school	Two hours	Week Twenty Three
Oral discussion	Classroom	Practical Teaching in Schools	Having teaching practice in Iraqi school	Two hours	Week Twenty-Four
Oral discussion	Classroom	Oral Discussion on Teaching Practice	With the participation of students, General Discussion on Teaching Practice	Two hours	Week Twenty-Five
Oral discussion	Classroom	Discussing Practical Teaching Reports	Discussing Practical Teaching Reports written by the students about teaching practice.	Two hours	Week Twenty-Six

Oral discussion	Classroom	Discussing Practical Teaching Reports	Discussing Practical Teaching Reports written by the students about teaching practice.	Two hours	Week Twenty Seven
Oral discussion	Classroom	Discussing Practical Teaching Reports	Discussing Practical Teaching Reports written by the students about teaching practice.	Two hours	Week Twenty-Eight
Oral discussion	Classroom	Presenting Final Formal Lessons	Taking benefit from the observation and practice, Presenting the Final Formal Lessons	Two hours	Week Twenty-Ninth
Oral discussion	Classroom	Presenting Final Formal Lessons	Taking benefit from the observation and practice, Presenting the Final Formal Lessons	Two hours	Week 30

12. Course Evaluation

Grade Distribution:

10 Marks for class activities

20 Marks for observation

20 Marks for the report

20 Marks for the educational supervisor

20 Marks for the scientific supervisor

10 Marks for the school

Total: 100 Marks

13. Learning and Teaching Resources

Required textbooks (curricular books, if any)

English for Iraq (Teachers' Book)
Garnet Company

Main references (sources)

Recommended books and references (scientific journals, reports...)

Curriculum and Methods of Teaching English-
Prof. Fatin Khairi Al-Rifai (Ph.D)
Inst. Dhea Mizhir (Ph.D)

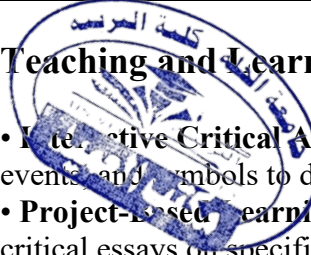
Electronic References, Websites	Internet
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Course Description Form

1.	
Modern Novel	
2.	
HCEE0090033	
3.	
2025-2024 Yearly	
4.	
3-4-2025	
5. Available Attendance Forms:	
In-person	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90 annual hours. 5 study units	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lect. Mustafa Khaleel Ibrahim Email: mustafakh268@gmail.com	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Cognitive Objectives: 1- Understand the main themes of the novel, such as human nature, the conflict between civilization and savagery, and the role of leadership in society. 2- Analyze the characters, events, and symbols in the novel from a literary and critical perspective, linking them to historical and philosophical contexts.

	<ul style="list-style-type: none"> • Program-Specific Skills Objectives: <ol style="list-style-type: none"> 1- Develop critical analysis and literary interpretation skills by studying symbolism and themes in <i>Lord of the Flies</i>. 2- Enhance the ability to write academic critical essays on the novel using arguments supported by textual evidence.
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9. Teaching and Learning Strategies

Strategy	 <p>Teaching and Learning Strategies</p> <ul style="list-style-type: none"> • Interactive Critical Analysis: Classroom discussions will analyze characters, events, and symbols to deepen students' understanding of the novel's meanings. • Project-Based Learning: Assigning tasks such as preparing presentations or writing critical essays on specific themes in the novel. • Comparative Reading: Comparing <i>Lord of the Flies</i> with other literary works that explore similar themes, such as <i>Animal Farm</i> or <i>Heart of Darkness</i>. • Role-Playing and Simulation: Reenacting key scenes from the novel to understand character interactions and their impact.
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10. Course Structure
First semester:

No.	Hours	Required Learn	Unit or subject name	Learning method	Evaluation
		Outcomes			method

First week	3	Knowledge of theoretical and practical aspects	- Detailed explanation of modern novel	Theoretical and practical application	Weekly and oral test
Second week	3	Knowledge of theoretical and practical aspects	<ul style="list-style-type: none"> • Explanation of the writer's life 	Theoretical and practical application	Weekly and oral test
Third week	3	Knowledge of theoretical and practical aspects	<ul style="list-style-type: none"> • The first chapter of the novel The Lord of Flies 	Theoretical and practical application	Weekly and oral test
Fourth week	3	Knowledge of theoretical and practical aspects	<ul style="list-style-type: none"> • Chapter Two of The Lord of Flies 	Theoretical and practical application	Weekly and oral test
Fifth weeks	3	Knowledge of theoretical and practical aspects	The third chapter of the novel The Lord of the Flies	Theoretical and practical application	Weekly and oral test
Sixth week	3	Knowledge of theoretical and practical aspects	<ul style="list-style-type: none"> • The third chapter of the novel The Lord of the Flies 	Theoretical and practical application	Weekly and oral test
seventh week	3		<ul style="list-style-type: none"> • Monthly exam 		Written exam

Ninth week	3	Knowledge of theoretical and practical aspects	The quarter chapter of The Lord of the Flies	Theoretical and practical application	Weekly and oral test
Tenth week	3	Knowledge of theoretical and practical aspects	Chapter Four of The Lord of Flies	Theoretical and practical application	Weekly and oral test
Eleventh weeks	3	Knowledge of theoretical and practical aspects	General discussion of a novel from the master of the lord of flies	Theoretical and practical application	Weekly and oral test
Twelfth week	3		Lectures by students		Oral exam
thirteenth week		Knowledge of theoretical and practical aspects	Chapter Five of The Lord of the Flies	Theoretical and practical application	Weekly and oral test
Fourteenth Week	3	Knowledge of theoretical and practical aspects	Chapter Five of The Lord of Flies	Theoretical and practical application	Weekly and oral test
Fifteenth Week	3		Review of the article		
Second semester					

No.	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First week	3	Knowledge of theoretical and practical aspects	- Chapter VI of The Lord of the Flies	Theoretical and practical application	Weekly and oral test
Second week	3	Knowledge of theoretical and practical aspects	<ul style="list-style-type: none"> Chapter VII of The Lord of Flies 	Theoretical and practical application	Weekly and oral test
Third week			<ul style="list-style-type: none"> Application of students in schools 	Theoretical and practical application	
Fourth week	3	/	<ul style="list-style-type: none"> Application of students in schools 	/	
Fifth weeks	3	/	/Application of students in schools	/	
Sixth week	3	/	<ul style="list-style-type: none"> Application of students in schools 	/	



seventh week	3	/	• Application of students in schools	/	
Ninth week	3	/	Application of students in schools	/	
Tenth week	3	/	Application of students in schools	/	
Eleventh weeks	3	Knowledge of theoretical and practical aspects	Chapter VIII of The Lord of Flies	Theoretical and practical application	Weekly and oral test
Twelfth week	3	Knowledge of theoretical and practical aspects	Chapter IX of The Lord of Flies	Theoretical and practical application	Weekly and oral test
thirteenth week	3	Knowledge of theoretical and practical aspects	Chapter Ten of The Lord of Flies	Theoretical and practical application	Weekly and oral test
Fourteenth Week	3		Second monthly exam		Written exam
Fifteenth Week	3	Knowledge of theoretical and practical aspects		Theoretical and practical application	Weekly and oral test

11. Course Evaluation

Analytical tests (30 marks) including:
 First semester test (15 marks)
 Second semester test (15 marks)

Attendance and discipline (10 marks) Final exam (60 marks)	
12 Learning and Teaching Resources	
Lord of the Flies	
Key references (sources)	The Modern English Novel
Recommended books and references (scientific journals, reports...)	Adrian Poole(ed.) The Cambridge Companion to English Novel. Walter Allen. The English Novel
Electronic references, websites	https://www.cliffsnotes.com/literature www.sparknotes.com/sparknotes www.yorknotes.com
Course Development Plan	<p>1. Updating Academic Content: Incorporating recent critical readings on the novel to help students gain a deeper understanding of literary analysis. Expanding literary comparisons by introducing other texts that explore similar themes, such as Animal Farm (George Orwell) and Heart of Darkness (Joseph Conrad). Integrating interdisciplinary approaches, including psychology, philosophy, and history, to examine the novel from different perspectives.</p> <p>2. Enhancing Teaching Strategies: Using Interactive Media: Incorporating documentaries, theatrical clips, and mind maps to explore the novel's symbolism and conflicts. Encouraging Discussion-Based Learning: Organizing student-led discussion groups where they analyze specific chapters and lead debates.</p>

Project-Based Learning Strategies: Assigning students creative projects such as rewriting scenes from an alternative perspective or maintaining critical blogs.

3. Strengthening Assessment Methods:

Diversifying assessments to include analytical exams, critical essays, presentations, and self-assessment.

Introducing performance-based assessments, where students reenact scenes or create digital content about the novel.

Providing continuous feedback through periodic reviews of written work and individual discussions with students to improve their critical thinking skills.

4. Supporting Faculty Development:

Organizing workshops on the latest methods in literature teaching and critical analysis.

Encouraging academic research among instructors through comparative studies on teaching *Lord of the Flies* in different curricula.

Integrating technology into teaching by using digital tools such as student blogs or online forums for critical discussions.

5. Enhancing Student Experience and Engagement:

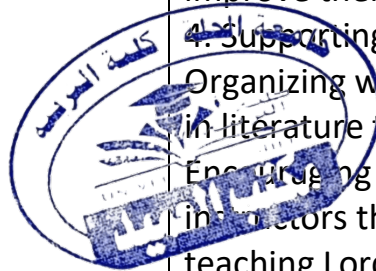
Incorporating extracurricular activities such as literary analysis competitions or virtual visits to specialized literary libraries.

Encouraging independent critical thinking by assigning students short research projects that explore different aspects of the novel.

Providing opportunities to publish outstanding student work, such as featuring their critical essays in university journals or academic platforms.

6. Measuring the Impact of Development:

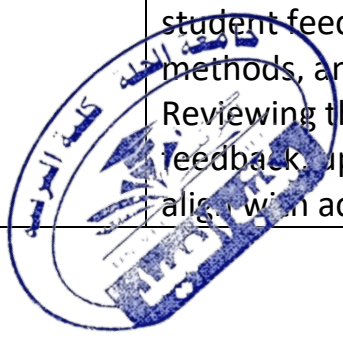
Analyzing student performance before and



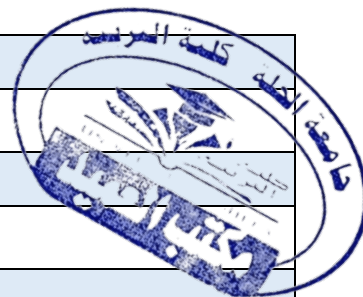
after implementing improvements to assess the impact on literary understanding and critical thinking.

Conducting periodic surveys to gather student feedback on content, teaching methods, and learning outcomes.

Reviewing the curriculum annually based on feedback, updating readings and activities to align with academic advancements.



Course Description Form



1. Course Name: Modern Poetry	
2. Course Code: HUC-ENG-035	
3. Semester / Year: Year	
4. Description Preparation Date: 2024/4/10	
5. Available Attendance Forms: Two hours per week	
6. Number of Credit Hours (Total) / Number of Units (Total): 90 hours annually. 4 Credits.	
7. Course administrator's name (mention all, if more than one name) Name: Hussein Talib Email: abd@hilla-unc.edu.iq	
8. Course Objectives	
Course Objectives	The current course aims to present a wide range of poets and poems to showcase the variety of modernist, postwar, and contemporary poetic writing. It also serves as a guide to accomplishments of individual poets. The course focuses on a specific collection of modern poetry, including its distinctive techniques, themes, and prominent poets such as Yeats, Eliot, Walter de la mare, and Auden. Additionally, there will be lectures on early stages of modernism seen in the works of Dickens and Whitman, the Harlem Renaissance, and the latest developments in contemporary poetry. Only by doing this can the course strive to

achieve a satisfactory level of accurate depiction and justice. Additionally, most of literary schools and movements of the modern period will be covered. Including symbolist movement, the imagist movement, Georgian school, the socialist school, and the Neo-Romanticism.

9. Teaching and Learning Strategies

Strategy	<p>Ability to critically analyze modern poetry and understand the - .ideas and concepts conveyed</p> <p>Approaching of various poetic techniques used in modern - .poetry and understanding their impact on meaning</p> <p>Differentiation between various poetic movements and - understanding the cultural and social developments that .influenced them</p> <p>Expression of ideas and emotions creatively and artistically - through modern poetry</p> <p>- Development of writing and verbal expression skills in critically analyzing poetic texts.</p>
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Modern Period (1901 - 1938).	An introduction to Modern Period (1901 - 1938).	Discussion	Quiz
2	2	The Symbolism Movement -	W.B. Yeats- "The Second Coming"	Presentation Group Discussion	Written assignment

3-4	4	W.B. Yeats- "The Second Coming" The Georgian School – Walter de la mare – "The Listeners"	Walter de la mare – "The Listeners"	Discussion	Class Participation
5	2	The Socialist School – W.H. Auden- "The Unknown Citizen"	The Socialist School	Analysis, Discussion	Written assignment
6-7	4	The Imagist Movement – T.S. Eliot – "The Love Song of J. Alfred Prufrock"	The Imagist Movement	Discussion	Quiz
8	2	The Neo-Romanticism Dylan Thomas "Fern Hill"	"Fern Hill"	Analysis	Written assignment



9-10	4	Philip Larkin "At Grass", "Church Going"	"At Grass" "Church Going"	Analysis, Discussion	Class participation Quiz
11-12	4	Extremist Art- Ted Hughes - "The Casualty" "Thought Fox"	The Casualty" "Thought Fox"	Discussion, Analysis	Presentation
13	2	The Last Session	Conclusion and final comments	Discussion	Presentation

11. Course Evaluation

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 etc

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Maurice Wollman (ed.), Ten Twentieth Century Poets
Main references (scientific journals, reports...)	The Cambridge Introduction to Modernist Poetry" by Peter Howarth "The Poetics of Modernism: Ezra Pound and T.S. Eliot" by Nasrullah Mambrol "Modernist Poetry: An Introduction" by David Chinitz "The Columbia History of American Poetry" edited by Jay Parini
Recommended books and references (scientific journals, reports...)	"Modern Poetry: A Critical Introduction" by Michael Schmidt provides comprehensive overview of modern poetry's themes, techniques, and major poets.
Electronic References, Websites	JSTOR

Course Description Form



1.Course Name: Modern Drama	
2.Course Code: HCEE0090034	
3.Semester / Year: 2024-2025	
4.Description Preparation Date: 1/10/2024	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total): 90 hours / 3 Books plays	
7. Course administrator's name (mention all, if more than one name)	
Name: Assit Lect. Bassem Mohammed	
Email: alhasnawibasim@gmail.com	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • To explore the historical and cultural context of Modern Drama and its impact on the development of theatrical forms. • To analyze and interpret the key themes, characters, and dramatic techniques used in Waiting for Godot, Arms and the Man, and Death of a Salesman. • To examine the ways in which Modern Drama challenges traditional dramatic conventions and explores new forms of storytelling. • To develop critical thinking and analytical skills in evaluating the social, political, and psychological dimensions of Modern Drama. • To compare and contrast the stylistic and thematic differences among the selected plays, highlighting the unique contributions of each playwright. • To investigate the influence of Modern Drama on subsequent theatrical movements and its relevance to

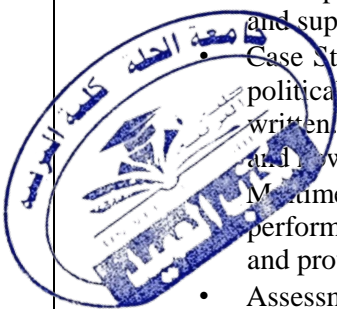
contemporary theater.

- To enhance written and oral communication skills through the analysis and discussion of Modern Drama texts.
- To engage in close reading and textual analysis of the selected plays, focusing on the use of language, symbolism, and theatricality.
- To understand the role of the director, actors, and designers in interpreting and staging Modern Drama texts.
- To encourage critical engagement with Modern Drama through group discussions, performances, and creative projects.

These objectives aim to provide students with a comprehensive understanding of Modern Drama as a genre, while fostering critical thinking, analytical skills, and an appreciation for the complexities of dramatic literature.

9. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> • Lectures: Provide comprehensive lectures that introduce the historical context, themes, and dramatic techniques of Modern Drama. Use multimedia resources, such as slides, videos, and audio recordings, to enhance understanding and engagement. • Textual Analysis: Guide students in close reading and analysis of the selected plays. Encourage them to identify key themes, symbols, and character motivations, and discuss their interpretations and insights in class. • Group Discussions: Organize small group discussions to facilitate active participation and critical thinking. Assign specific topics or questions related to the plays, and encourage students to share their perspectives, debate ideas, and support their arguments with evidence from the texts. <p>Case Studies: Assign case studies or research projects that explore the socio-political and cultural aspects of the time periods in which the plays were written. Encourage students to investigate the influences on the playwrights and how their works reflect or challenge the prevailing social norms.</p> <p>Media Resources: Utilize online resources, such as recorded performances, and scholarly articles, to supplement classroom discussions and provide a broader understanding of Modern Drama.</p> <ul style="list-style-type: none"> • Assessments: Use a variety of assessment methods, including written essays, group presentations, performances, to evaluate students' comprehension, critical thinking skills, and ability to articulate their ideas effectively.
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10. Course Structure

Week	Hours	Required Learning	Unit or subject name	Learning method	Evaluation
		Outcomes			method

October 1	3		Introduction: Modern Drama	Standard method	Class performance and exams
October 2	3		Realism	Standard method & Brainstorming method	Class performance and exams
October 3	3		Arms and the Man-the play	Standard method & text method	Class performance and exams
October 4	3		Arms and the Man-the play	Standard method & text method	Class performance and exams
November 1	3		Arms and the Man-the play	Standard method & text method	Class performance and exams
November 2	3		Analysing the play	Standard method	Class performance and exams
November 3	3		Exam	Standard method	Class performance and exams
November 4	3		Existentialism and Absurd theatre	Standard method	Class performance and exams
December 1	3		Waiting for Godot- the play	Standard method & text method	Class performance and exams
December 2	3		Waiting for Godot- the play	Standard method	Class performance and exams
December 3	3		Waiting for Godot- the play	Standard method & text method	Class performance and exams
December 4	3		Waiting for Godot- the play	Standard method & text method	Class performance and exams
January 1	3		Analysing the play	Text method & deductive method	Class performance and exams
January 2	3		Exam	Standard method & text method	Class performance and exams
January 3	3		American drama	Standard method	Class performance and exams

January 4	3		American Dream	Standard method	Class performance and exams
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February 1	3		Death of a Salesman- the play	Standard method	Class performance and exams
February 2	3		Death of a Salesman- the play	Deductive method & Text method	Class performance and exams
March 1	3		Death of a Salesman- the play	Deductive method & Text method	Class performance and exams
March 2	3		Death of a Salesman- the play	Standard method	Class performance and exams
March 3	3		Death of a Salesman- the play	Standard method & text method	Class performance and exams
March 4	3		Death of a Salesman- the play	Standard method & text method	Class performance and exams
April 1	3		Death of a Salesman- the play	Standard method & text method	Class performance and exams
April 2	3		Analyzing the play	Standard method	Class performance and exams
April 3	3		Comparing the three texts and the ideologies	Standard method	Class performance and exams
April 4	3		Exam	Standard method	Class performance and exams
May 1	3		Critical thinking about the plays	text method	Class performance and exams
May 2	3		Putting the text in a social context	Solving problems method	Class performance and exams
May 3&4	-----		Final Exams	-----	-----

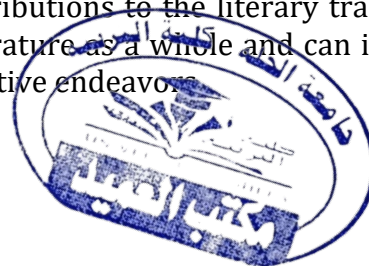
11. Course Evaluation

<p>First Course: Monthly Exam: 15 Daily homework: 5 Total: 20 Second Course: Monthly Exam: 15 Daily homework: 5 Total: 20 Total for the 1st and 2nd month: 40</p>

<p>Final Exam: 60 Final Grade: 100</p>

<p>12. Learning and Teaching Sources</p>	
<p>Required textbooks (curricular books, if any)</p>	<p>1- Arms and the man Writing, by: G. B. Shaw 2- Waiting for Godot written by Samuel Beckett 3- Death of a Salesman written by Arthur Miller</p>
<p>Main references (sources)</p>	<p>Modern Drama Edited By Martin Puchner</p>
<p>Recommended books and references (scientific journal, reports)</p>	<p>Modern Drama : A Very Short Introduction</p>
<p>Electronic Reference Website</p>	<p>https://www.studysmarter.co.uk/explanations/english-literature/american-literary-movements/modern-american-drama/ https://en.wikipedia.org/wiki/Modern_Drama</p>
<p>13- Course outcomes</p>	

- English language proficiency: Studying modern drama literary texts can enhance students' English language skills, including reading, listening, speaking, and writing. Engaging with English-language plays exposes students to authentic language use, vocabulary, idiomatic expressions, and dialogue. This exposure can improve their overall English proficiency and help them develop fluency and confidence in using the language.
- Cultural understanding: Modern drama often reflects the cultural context in which it was created. Studying English-language plays exposes students to the culture, history, and social issues of English-speaking countries. This understanding of different cultural perspectives and experiences contributes to their global awareness and intercultural competence.
- Literary analysis skills: Engaging with modern drama literary texts helps students develop critical thinking skills and enhances their ability to analyze and interpret literature. They learn to analyze complex themes, characterizations, and dramatic structures, which can be applied not only to English-language plays but also to literary texts in their native language. These analytical skills are transferable and can benefit their study of literature in general.
- Exposure to different writing styles: English-language plays offer students exposure to different writing styles and narrative techniques. They can learn about various playwrights, their unique artistic voices, and their contributions to the literary tradition. This exposure broadens students' understanding of literature as a whole and can inspire them to explore different writing styles in their own creative endeavors.



- Intercultural communication skills: Engaging with modern drama literary texts in English provides students with opportunities to communicate and collaborate with their peers in English. Through discussions, group activities, and presentations, students develop intercultural communication skills, such as active listening, expressing opinions, and respecting diverse perspectives. These skills are essential for effective communication and collaboration in an increasingly globalized world.

- Appreciation of the performing arts: Modern drama is a performative art form that combines elements of literature, theater, and visual arts. Studying English-language plays exposes students to the richness and diversity of the performing arts. They can develop an appreciation for the power of visual storytelling, stagecraft, and the transformative nature of theater. This appreciation can extend beyond the English language and inspire students to explore their own native performing arts traditions.