Ministry of Higher Education and Scientific Research

Scientific Supervision and Evaluation Authority

Quality Assurance and Academic Accreditation Department

Academic Programs Description
University of Hilla
College of Education
Department of English language

2026

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University Name: Hilla University

Faculty/Institute: College of Education

Scientific Department: Department of English Language

Academic or Professional Program Name: Bachelor of Education in English Language

Final Certificate Name: Bachelor of Education

Academic System: Annual

Date of preparation of the description: 27 / 9 / 2025

File filling date: 27 / 9 / 2025

Signature

Head of Department Name: Asst. Lect.

Ahmed Mahmmood Jasim

Date 27/9/2025

Signature

Scientific Associate Name: Asst. Lect.

Mohammad Ali Ubays

Date 27/9/2025

The file was checked by the Division of Quality Assurance and University Performance

Name of the Head of the Quality Assurance and University Performance Division:

Asst. Lect. Farazdaq Hayder

Date 27/9/2025

Signature

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Approval of the Dean

Prof. Dr. Abbas Degen

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1. Vision

Leadership in preparing distinguished teachers and researchers in English language and literature, capable of critical thinking, innovation, and making effective contributions to the development of the educational process and the knowledge-based community.

2. Program Mission

To provide students with linguistic, literary, and educational knowledge and to develop their research and practical skills, preparing a generation capable of designing and implementing teaching strategies.

3. Program Objectives

1- General Objectives:

a. Enable graduates to achieve comprehensive linguistic knowledge, including phonological, morphological, syntactic, and semantic (lexical and conceptual) systems.
b. Understand the principles of applied linguistics and how to employ them in solving educational and research problems.
c. Comprehend the fundamental theories and concepts of first and second language acquisition (SLA) and compare them.
d. Recognize the cognitive, psychological, and social factors affecting the learning and teaching of English.
e. Analyze major literary genres (poetry, novel, drama) and understand their historical and cultural characteristics.

2- Specific Objectives:

a. Enable graduates to use English at a level not lower than C1 (Advanced) according to the Common European Framework of Reference for Languages (CEFR).
b. Equip students to analyze sentences and texts using the fundamental terms and concepts of linguistics (syntax, morphology, phonetics, semantics).
c. Demonstrate competence in managing classroom learning environments and handling behavioral and educational challenges effectively.
d. Enable students to write and present a comprehensive research project in the field of language teaching or applied linguistics, adhering to methodological and ethical research standards.
e. Demonstrate the ability to evaluate and critically assess educatio

4. Program Accreditation

The program does not have any accreditation

5. External influences

Ministry of Higher Education and Scientific Research – University of Hillah – Deans' Committee of

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the Educational Colleges Group

6. Program Structure

Reviews*	Percentage	Credit Hours	Number of cycles	Program Structure
-				Requirements of the institution
-				College Requirements
-	61.4%	105	6	Department Requirements
-			Fourth Year	Summer Training
-	-	-	-	Other

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English Department Study Plan							
Grades	Course Code	Course Name	Crites hr.				Unites
			Theoretical	teaching method	Practical	teaching method	
First Year	HEED91101	Grammar	3	Lectures	0	-	5
	HEED91102	Phonetics	3	Lectures	0	-	5
	HEED91103	Listening and Speaking	2	Lectures	0	-	3
	HEED91104	Reading	2	Lectures	0	-	3
	HEED91105	Academic Writing	2	Lectures	0	-	3
	HEED91106	Introduction to English Literature	3	Lectures	0	-	5
	HEED91107	Human Rights	1	Promoting Human Values	0	-	2
	HEED91108	Educational Psychology	2	Lectures	0	-	4
	HEED91109	Foundations of Education	2	Lectures	0	-	4
	HEED91110	Computer Science	2	Lectures	2	Practice	3
	HEED91111	Arabic Language	1	Reinforcing Core Values	0	-	2
Second Year	HEED92112	Morphology and Syntax	3	Lectures	0	-	5
	HEED92113	Phonology	3	Lectures	0	-	5
	HEED92114	Advanced Reading	2	Lectures	0	-	3
	HEED92115	An Introduction to Academic Writing	2	Lectures	0	-	3
	HEED92116	Drama	2	Lectures	0	-	4
	HEED92117	Short Story	2	Lectures	0	-	4
	HEED92118	16th and 18th Century Poetry	2	Lectures	0	-	4
	HEED92103	Listening and Speaking	2	Lectures	0	-	3

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	HEED92119	Introduction to Teaching Methods	3	Lectures	0	-	4
	HEED92120	Adult Education	2	Lectures	0	-	4
	HEED92121	Crimes of the Ba'ath Regime in Iraq	1	Lessons	0	-	2
	HEED92110	Computer Science	2	Lectures	2	Practice	3
	HEED92111	Arabic Language	1	Reinforcing Core Values	0	-	2
Third Year	HEED93122	Contemporary English Grammar	3	Lectures	0	-	5
	HEED93123	Introduction to Linguistics	3	Lectures	0	-	5
	HEED93124	Academic English Writing	2	Lectures	0	-	3
	HEED93103	Listening and Speaking	2	Lectures	0	-	3
	HEED93125	The Victorian Novel (1830-1900)	3	Lectures	0	-	5
	HEED93126	Renaissance Drama (16th-18th Century)	3	Lectures	0	-	5
	HEED93127	Romantic and Victorian Poetry (1780-1900)	2	Lectures	0	-	4
	HEED93128	Pedagogy and Curriculum Innovation	3	Lectures	0	-	4
	HEED93129	Counseling and Mental Health	2	Lectures	0	-	4
	HEED93110	Computer Science	2	Lectures	2	Practice	3
	HEED93111	Arabic Language	1	Lectures	0	-	2

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	HEED94122	Contemporary English Grammar	3	Lectures	0	-	5
	HEED94130	Linguistics II	3	Lectures	0	-	5
	HEED94131	Modern Novel	3	Lectures	0	-	5
	HEED94132	Modern Drama	3	Lectures	0	-	5
	HEED94133	Modern Poetry	2	Lectures	0	-	4
	HEED94134	Translation	2	Lectures	0	-	3
Fourth Year	HEED94103	Advanced Listening and Speaking	2	Lectures	0	-	3
	HEED94135	Test Design and Assessment	2	Lectures	0	-	4
	HEED94136	Practicum and TEFL Practices	3	Lectures	0	-	4
	HEED94110	Computer Science	2	Lectures	2	practice	3
	HEED94111	Arabic Language	2	Lectures	0	-	2
	HEED94137	Graduation Project	2	Lectures	0	-	-
			105				171

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1. Expected learning outcomes of the program

A / Knowledge

Learning Outcomes	Methods of assessing knowledge and understanding
1- Acquires fundamental knowledge of the English language system, including its syntactic, phonetic, and linguistic structures. 2- Recognizes the development and genres of English literature across historical periods and its various intellectual movements. 3- Understands the educational and psychological principles and theories, as well as curriculum and test design necessary for the teaching profession. 4- Comprehends general national, legal, historical, and cultural concepts, along with essential technical and computer skills.	1- Periodic written and oral examinations (monthly and midterm exams). 2- Quizzes to evaluate immediate comprehension of linguistic and pedagogical concepts. 3- Comprehensive final examinations. 4- Assessment of coursework assignments and critical reports on literary and cultural subjects

B / Skills

Learning Outcomes	Methods of assessing thinking skills
1- Possesses the four English language skills: listening, speaking, reading, and academic writing. 2- Analyzes literary and linguistic texts with a critical and scientific perspective, utilizing linguistics and translation tools. 3- Applies modern teaching methods, classroom management, and assessment design in real-world educational environments. 4- Employs scientific research methodologies in writing research papers and independent academic projects.	1- Assessment of oral presentations and speaking tasks to measure communication skills. 2- Group discussions and classroom debates to evaluate critical thinking and the analysis of literary and linguistic texts. 3- Assessment of lesson plans and practicum performance (observation and field teaching) to measure pedagogical skills. 4- Evaluation of term research papers and the final graduation project to ensure mastery of scientific research methodology.

D / Professional Qualifying Skills

Learning Outcomes	Statement of Learning Outcomes Assessment Methods for Practical Skills
1- Demonstrates proficiency in information technology skills and the effective use of computers and software for education and communication. 2- Possesses the ability to engage in teamwork, leadership, and effective communication in both native and foreign languages. 3- Develops skills in continuous self-learning, time management, and professional and personal problem-solving. 4- Possesses the ability to adapt to changing work environments and constructively manage work-related	1- Assessment of practical assignments and projects relying on information technology and computer applications. 2- Observation and evaluation of student performance in group activities within the classroom to measure leadership and collaborative teamwork skills. 3- Monitoring student commitment to academic responsibilities and timely submission of assignments (time management).

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stress in educational institutions.	4- Evaluation of field performance reports (during the practicum and student teaching period in schools) to assess the student's ability to adapt and solve professional problems.

C / Values

Learning Outcomes	Statement of Learning Outcomes
1- Adheres to the ethics of the teaching profession and academic integrity in research and citation. 2- Promotes the values of citizenship, human rights, and awareness of social and historical justice through humanitarian courses. 3- Accepts constructive criticism and fosters critical thinking and resilience in facing pedagogical and educational challenges. 4- Cultivates skills in cultural acceptance and awareness of linguistic and literary differences as tools for successful human communication.	1- Utilizing plagiarism detection software to assess student commitment to academic integrity in research and reports. 2- Direct observation of student behavior within the classroom and their compliance with university regulations, instructions, and peer ethics. 3- Evaluating positive participation in discussion circles and the level of openness to differing opinions and constructive criticism. 4- Utilizing self-assessment questionnaires and feedback from educational supervisors during the field training period to determine student commitment to the ethics of the teaching profession.

2. Teaching and Learning Strategies

A. Interactive Lectures: Used to present core theoretical content, integrating presentations, videos, and discussions to stimulate engagement in the fields of teaching methodologies and applied linguistics.

B. Team-Based Learning (TBL): Enhances teamwork and collaborative learning through group projects and activities to exchange experiences and successful educational practices.

C. Blended and Tech-Enhanced Learning: Utilizing educational platforms, AI tools, and virtual reality to enhance learning and provide additional resources.

D. Constructive Feedback: Providing periodic remarks and guidance to students with the aim

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of improving their academic performance.

3. Evaluation methods
1- Continuous Assessment: Periodic electronic quizzes during lectures, student classroom participation, and oral presentations (seminars). 2- Comprehensive Examinations of Language Skills. 3- Written Assessment: Developing student responsibility in passing written examinations throughout the academic semester. 4- Feedback: Stabilizing performance and correcting errors, serving as an effective educational and corrective tool that focuses on developing linguistic competence and teaching skills for both teacher and student. 5- Extracurricular Activities. 6-Student Attendance. 7- Report Writing. 8- Final Evaluation: The final examination focusing on the student's comprehension of the academic courses throughout the academic year. 9- Graduation Project as evidence of research and literary competence. 10- Joint Examination with the University of Kufa / College of Education for Girls.

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A. Workshops and Training Courses: Conducting workshops on modern teaching methodologies, such as problem-based learning and blended learning, which foster critical thinking among students.

B. Constructive Feedback: Faculty members learn how to provide effective and constructive evaluations to students, helping them identify strengths and weaknesses and improve their performance.

C. Research Methodology Courses: Holding specialized courses in research design, statistical data analysis, and research paper writing, aimed at enhancing faculty participation in scientific research.

D. Research Collaboration: Encouraging collaboration within the college, as well as with local and international research institutions, to exchange expertise and establish joint research projects.

E. Research Grants: Providing support and assistance to faculty members in securing research grants from local and international organizations, ensuring the sustainability of scientific research.

Professional development of faculty members

A. Scientific Conferences and Symposia: Participation in scientific conferences and symposia offers an opportunity for faculty members to stay informed about the latest technologies and scientific developments in their field of specialization.

B. Faculty Performance Evaluation: Utilizing student questionnaires to evaluate the performance of faculty members following their participation in development programs.

C. Research Productivity: Measuring the number of research papers published in peer-reviewed scientific journals after undergoing training.

7. Personal Development Planning

1- Addressing Individual Differences and Cultural Backgrounds: Recognizing the social and psychological determinants of students to minimize disparities and variations in English language acquisition, ensuring a fair and inclusive learning environment.

2- Self and Pedagogical Awareness: Examining linguistic knowledge and teaching skills, while reflecting

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on educational beliefs, biases, or emotions that could enhance or limit the teacher's professional and academic growth.

3- Professionalism and Teaching Ethics: Demonstrating pedagogical behaviors and values consistent with academic integrity and the trust placed by students, the educational institution, and society in the educator.

4- Knowledge Integration (The Learning Teacher): Developing, integrating, and applying knowledge from foundational and educational sciences (such as various branches of linguistics, English language teaching methodologies TEFL/TESOL, and educational psychology) into classroom practices.

5- Evaluation of Academic Literature and Scientific Research: Analyzing and critiquing research and studies related to language skills and pedagogy, and utilizing them to solve educational problems (such as deficiencies in the four language skills) and develop curricula.

6- Designing Instructional Strategies and Remedial Plans: Preparing and designing innovative teaching strategies and educational intervention plans to enhance students' linguistic competence and manage the classroom environment effectively.

7- Effective Communication and Assessment of Comprehension: Conveying linguistic and literary knowledge clearly by identifying the most sustainable modern teaching methods and tools, and utilizing diverse assessment instruments (formative and summative) to measure student comprehension levels.

8. Acceptance Criteria

A. General Average for Central Admission: This falls within the applicable limits and in accordance with the directives of the Ministry of Higher Education and Scientific Research. It includes students who meet the required grade point average (GPA) and possess the physical, mental, and clear speech capabilities.

B. Personal Interview: Conducted with applicant students to note any speech, behavioral, or personal traits, and to evaluate characteristics such as self-confidence and the ability to face challenges.

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4. The most important sources of information about the program
A. The Ministry of Higher Education and Scientific Research / The Committee of Deans of Iraqi Colleges of Education. B. The Official College Website. C. General Books and References of the College within the Specialization.

5. Program Development Plan
• Curriculum Modernization The objective is to build an integrated curriculum that balances linguistic, literary, and pedagogical components, emphasizing applied skills through: A. Comprehensive Review: Forming a specialized committee of faculty members and experts to evaluate the current curricula, identify strengths and weaknesses, and benchmark existing courses against international standards (CEFR) to ensure that program learning outcomes target the B2 / C1 proficiency levels upon graduation. B. Course Enrichment: Enriching courses that focus on English for Specific Purposes (ESP), simultaneous interpretation, and academic writing. **• Developing Teaching and Assessment Methodologies** This contributes to enhancing the quality of education, making it more interactive and effective through the following: A. Enhancing Language Skills: Increasing the credit hours allocated for conversation and phonetics by expanding the practical component of oral skills courses and conducting them in specialized language laboratories. B. Mandatory Remedial Program: Implementing a diagnostic admission test and designing an intensive program for lower-proficiency students prior to commencing specialized coursework. C. Modernizing Practicum (Field Experience): Increasing the number of hours for classroom

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observation and student teaching in model training schools.

D. Training on Modern Teaching Methodologies: Emphasizing cooperative learning and project-based learning (PBL) within the courses.

E. Microteaching: Requiring students to deliver microteaching presentations paired with critical and peer analysis to improve their performance before actual field placement.

F. Periodic Evaluation of Program Learning Outcomes (PLOs): Assessing outcomes periodically through alumni and employer surveys, and analyzing student performance in language proficiency exams.

G. Preparing the Self-Evaluation Report (SER): Documenting the teaching and learning processes, outcomes, and reforms in alignment with the requirements of accreditation bodies.

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Curriculum Skills Map

Program Learning Outcomes																			
General and Transferable Skills (Other Skills Related to Employability and Personal Development)				Affective and Value-Based Objectives				Program-Specific Skills Objectives				Cognitive Objectives				Core or Elective	Course Name	Course Code	Year / Level
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	✓	✓	☐	☐	☐	✓	Core	Grammar	HEED91101	First Stage
☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	✓	☐	☐	☐	☐	✓	Core	Phonetics	HEED91102	
☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	☐	✓	☐	☐	☐	✓	Core	Listening and Speaking	HEED91103	
☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	☐	✓	☐	☐	☐	✓	Core	Reading	HEED91104	
☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	✓	✓	☐	☐	☐	✓	Core	Academic Writing	HEED91105	
☐	☐	✓	☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	☐	✓	☐	Core	Introduction to English Literature	HEED91106	
☐	☐	☐	☐	☐	☐	✓	☐	☐	☐	☐	☐	✓	☐	☐	☐	Core	Human Rights	HEED91107	
☐	✓	☐	☐	☐	☐	☐	✓	☐	✓	☐	☐	☐	✓	☐	☐	Core	Educational Psychology	HEED91108	

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☐	✓	☐	☐	☐	☐	☐	✓	☐	✓	☐	☐	☐	✓	☐	☐	Core	Foundations of Education	HEED91109	
☐	☐	☐	✓	☐	☐	☐	☐	☐	☐	☐	☐	✓	☐	☐	☐	Core	Computer Science	HEED91110	
☐	☐	✓	☐	☐	☐	☐	☐	☐	☐	☐	☐	✓	☐	☐	☐	Core	Arabic Language	HEED91111	
☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	✓	✓	☐	☐	☐	✓	Core	Morphology and Syntax	HEED92112	Second Stage
☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	✓	☐	☐	☐	☐	✓	Core	Phonology	HEED92113	
☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	☐	✓	☐	☐	☐	✓	Core	Advanced Reading	HEED92114	
☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	✓	✓	☐	☐	☐	✓	Core	An Introduction to Academic Writing	HEED92115	
☐	☐	✓	☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	☐	✓	☐	Core	Drama	HEED92116	
☐	☐	✓	☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	☐	✓	☐	Core	Short Story	HEED92117	

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☐	☐	✓	☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	☐	✓	☐	**Core**	16th and 18th Century Poetry	**HEED92118**	
☐	✓	☐	☐	☐	☐	☐	✓	☐	☐	✓	✓	☐	☐	☐	✓	**Core**	Listening and Speaking	**HEED92103**	
☐	✓	☐	☐	☐	☐	☐	✓	☐	✓	☐	☐	☐	✓	☐	☐	**Core**	Introduction to Teaching Methods	**HEED92119**	
☐	✓	☐	☐	☐	☐	☐	✓	☐	✓	☐	☐	☐	✓	☐	☐	**Core**	Adult Education	**HEED92120**	
☐	☐	☐	☐	☐	☐	✓	☐	☐	☐	☐	☐	✓	☐	☐	☐	**Core**	Crimes of the Ba'ath Regime in Iraq	**HEED92121**	
☐	☐	☐	✓	☐	☐	☐	☐	☐	☐	☐	☐	✓	☐	☐	☐	**Core**	Computer Science	**HEED92110**	
☐	☐	✓	☐	☐	☐	☐	☐	☐	☐	☐	☐	✓	☐	☐	☐	**Core**	Arabic Language	**HEED92111**	
☐	✓	☐	☐	☐	☐	☐	✓	☐	☐	✓	✓	☐	☐	☐	✓	**Core**	Contemporary English Grammar	**HEED93122**	**Third Stage**
☐	✓	☐	☐	☐	☐	☐	✓	☐	☐	☐	✓	☐	☐	☐	✓	**Core**	Introduction to Linguistics	**HEED93123**	
☐	✓	☐	☐	☐	☐	☐	✓	☐	☐	✓	✓	☐	☐	☐	✓	**Core**	Academic English Writing	**HEED93124**	
☐	✓	☐	☐	☐	☐	☐	✓	☐	☐	✓	✓	☐	☐	☐	✓	**Core**	Listening and Speaking	**HEED93103**	
☐	☐	✓	☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	☐	✓	☐	**Core**	The Victorian Novel (1830-1900)	**HEED93125**	

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☐	☐	✓	☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	☐	✓	☐	Core	Renaissance Drama (16th-18th Century)	HEED93126	
☐	☐	✓	☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	☐	✓	☐	Core	Romantic and Victorian Poetry (1780-1900)	HEED93127	
☐	✓	☐	☐	☐	☐	☐	✓	☐	✓	☐	☐	☐	✓	☐	☐	Core	Pedagogy and Curriculum Innovation	HEED93128	
☐	✓	☐	☐	☐	☐	☐	✓	☐	✓	☐	☐	☐	✓	☐	☐	Core	Counseling and Mental Health	HEED93129	
☐	☐	☐	✓	☐	☐	☐	☐	☐	☐	☐	☐	✓	☐	☐	☐	Core	Computer Science	HEED93110	
☐	☐	✓	☐	☐	☐	☐	☐	☐	☐	☐	☐	✓	☐	☐	☐	Core	Arabic Language	HEED93111	
☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	✓	✓	☐	☐	☐	✓	Core	Contemporary English Grammar	HEED94122	Fourth Stage
☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	✓	✓	☐	☐	☐	✓	Core	Linguistics II	HEED94130	
☐	☐	✓	☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	☐	✓	☐	Core	Modern Novel	HEED94131	
☐	☐	✓	☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	☐	✓	☐	Core	Modern Drama	HEED94132	
☐	☐	✓	☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	☐	✓	☐	Core	Modern Poetry	HEED94133	
☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	✓	✓	☐	☐	☐	✓	Core	Translation	HEED94134	
☐	☐	✓	☐	☐	☐	☐	✓	☐	☐	✓	✓	☐	☐	☐	✓	Core	Advanced Listening and Speaking	HEED94103	
☐	✓	☐	☐	☐	☐	☐	✓	☐	✓	☐	☐	☐	✓	☐	☐	Core	Test Design and Assessment	HEED94135	

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☐	✓	☐	☐	☐	☐	☐	✓	☐	✓	☐	☐	☐	✓	☐	☐	**Core**	Practicum and TEFL Practices	**HEED94136**	
☐	☐	☐	✓	☐	☐	☐	☐	☐	☐	☐	☐	✓	☐	☐	☐	**Core**	Computer Science	**HEED94110**	
☐	☐	✓	☐	☐	☐	☐	☐	☐	☐	☐	☐	✓	☐	☐	☐	**Core**	Arabic Language	**HEED94111**	
☐	✓	☐	☐	☐	☐	☐	✓	✓	☐	☐	☐	☐	☐	✓	✓	**Core**	Graduation Project	**HEED94137**	

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First Stage Courses

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Course Description Form

1. Course Name:
Composition Writing
2. Course Code:
HEED91105
3. Semester / Year:
Yearly
4. Description Preparation Date:
28-3-2026
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 Abdulkadhim Email: qjawad321@gmail.com
8. Course Objectives

Course Objectives	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	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

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	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.

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 the theory for academic material.	Paragraph Structure	Presentaion/ Exercises	Practical and theoreti application

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

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10	2	Knowledge aspects of the theory for academic material.	Comparison paragrap		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 academic material.	Outline for the Article	Exercises	

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15	2	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 material.	Creating cohesion	Ppt	
				Exercises	

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20 The remaining weeks and hours are dedicated to special presentations to Students, seminars, and panel discussions the classroom.	2		Using cohesion in Arti		

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	
Required textbooks (curricular books, if any)	Zemach, E. Dorothy and Lisa A. Rumisek (2011) Academic Writing from paragraph to essay. Oxford : Macmillan Education
Main references (sources)	Miller, Susan –Cochran (2020) An Inside Guide to Academic Writing .New York : Mcgraw hill
Recommended books and references (scientific journals, reports...)	Practical essays and researches from different resources
Electronic References, Websites	Net Articles and sources

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Course Description Form

1. Course Name:
Listening and Speaking / First Year
2. Course Code:
HEED91103
3. Semester:
2025-2026 Yearly
4. Description Preparation Date:
2026 \ 2 \ 22
5. Available Attendance Forms:
In-person \ Sessions
6. Number of Credit Hours (Total) / Number of Units (Total)
90 annual hours. 3 study units
7. Course administrator's name (mention all, if more than one name)
Name: Asst. Lect. Farazdaq Hayder Abbood Email: farazdaq.haider@gmail.com
8. Course Objectives

Course Objectives	• **Cognitive Objectives** Help students to develop listening ans speaking skills. • **Skill-based Objectives** - To train students effectively develop their listening and

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	speaking skills through lessons and exercises included in the syllabus. - To speak effectively about different topics in different contexts.

9. Teaching and Learning Strategies	
Strategy	• Learning in groups (group work) • Discussion • Audiovisual Context

10. Course Structure

First semester:

week	Hours	Required Learning Outcomes	Unit/Subject	Learning Method	Evaluation Method
1st week	2	Students greet others and introduce themselves in simple conversations.	Greetings and Introductions	Screen display + discussion	Do practices and exercises in the lessons
2nd week	2	Students ask and answer questions about personal information.	Personal Information		Do practices and exercises in the lessons
3rd week	2	Students describe family members and understand simple family conversations.	Talking about Family		Do practices and exercises in the lessons

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4th week	2	Students describe daily routines and understand short conversations about everyday life.	Daily Activities		Do practices and exercises in the lessons
5th week	2	Students talk about hobbies and understand discussions about interests.	Hobbies and Interests		Do practices and exercises in the lessons
6th week	2	Students describe people's appearance and basic personality traits.	Describing People		Do practices and exercises in the lessons
7th week	2		Monthly Exam		Written exam
8th week	2	Students discuss friendships and understand conversations about friends.	Talking about Friends		Do practices and exercises in the lessons
9th week	2	Students understand conversations about food and express preferences.	Food and Drinks		Do practices and exercises in the lessons
10th week	2	Students listen to and practice simple restaurant conversations.	At the Restaurant		Do practices and exercises in the lessons
11th week	2	Students ask about prices and understand shopping dialogues.	Shopping		Do practices and exercises in the lessons

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12th week	2	Students describe places in town and understand location descriptions.	Places In Town		Do practices and exercises in the lessons
13th week	2	Students understand and give simple directions.	Giving Directions		Do practices and exercises in the lessons
14th week	2	Students understand weather descriptions and talk about the weather.	Weather		Do practices and exercises in the lessons
15th week	2	Students understand travel conversations and talk about transportation.	Travel and Transportation		Do practices and exercises in the lessons

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Second Semester :					
Week	**Hours**	**Required Learning Outcomes**	**Unit/Subject**	**Learning Method**	**Evaluation Method**
1st week	2	Students understand simple past events and talk about past experiences.	Talking about the Past	Screen display + discussion	Do practices and exercises in the lessons
2nd week	2	Students discuss weekend plans and past weekend activities.	Weekend Activities		Do practices and exercises in the lessons
3rd week	2	Students talk about movies, music, and entertainment.	Entertainment		Do practices and exercises in the lessons
4th week	2	Students discuss basic technology use and understand related conversations.	Technology		Do practices and exercises in the lessons
5th week	2	Students discuss school subjects and understand conversations about studying.	School and Learning		Do practices and exercises in the lessons
6th week	2	Students understand conversations about health and describe habits.	Health and Habits		Do practices and exercises in the lessons

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7th week	2		Monthly Exam		Written exam
8th week	2	Students talk about jobs and understand simple work-related conversations.	Jobs and Occupations		Do practices and exercises in the lessons
9th week	2	Students talk about simple future plans and intentions.	Future Plans		Do practices and exercises in the lessons
10th week	2	Students practice inviting others and making arrangements.	Making Plans		Do practices and exercises in the lessons
11th week	2	Students express simple opinions and respond to others.	Opinions		Do practices and exercises in the lessons
12th week	2	Students understand simple problems and suggest basic solutions.	Problem Situations		Do practices and exercises in the lessons
13th week	2	Students present short ideas and participate in discussions.	Presenting Ideas		Do practices and exercises in the lessons
14th week	2	Students understand simple past events and talk about past experiences.	Talking about the Past		Do practices and exercises in the lessons
15th week	2	Students discuss weekend plans and past weekend activities.	Weekend Activities		Do practices and exercises in the lessons

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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 the attendants and participation.	
12 Learning and Teaching Resources	
• **Required textbooks (methodology, if any)**	
Key references (sources)	**Real listening and speaking book 2**
Recommended books and references (scientific journals, reports...)	
Electronic references, websites	
Course Development Plan	• Updating scientific content : - Focusing on topics that are related to the students' environment. - Motivate students on self-directed learning. - practical and applied training.

تم المسح الضوئي بـ CamScanner

1. Course Name:
English Grammar/First year
2. Course Code:
HEED91101
3. Semester / Year:
202٥-202٦
4. Description Preparation Date: **202٥-202٦**
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	• Presenting an account of TG • Practicing Transformational processes • Testing the acquired skills.

9. Teaching and Learning Strategies	
Strategy	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.

10. Course Structure

Sundus

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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	Ch.1	Interactive	Corrective feedback
3	8:30-10:3	tense	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		
7	8:30-10:3	past simple tense		Written Exam	20 Marks
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
١٥	8:30-10:3	Future continuous	Ch.6		
١٦	8:30-10:3	Future continuous	Ch.6		
١٧	8:30-10:3	Used to	Ch.7		
١٨	8:30-10:3	Verb less sentence	Ch.8		
١٩	8:30-10:3	Adjectival	Ch.8		
٢٠	8:30-10:3	Adverbial	Ch.8		
٢١	8:30-10:3	Nouns			
٢٢	8:30-10:3	Monthly Exam			
٢٣	8:30-10:3	Prepositions	Ch.8		
٢٤	8:30-10:3	Have-has	Ch.8		
٢٥	8:30-10:3	Have to-Has to	Ch9		
٢٦	8:30-10:3	Kinds of Sentences	Ch.9		
٢٧	8:30-10:3	Monthly Exam	Ch.9		
٢٨	8:30-10:3	Revision			
٢٩	8:30-10:3	Final exam		Written exam	60 Marks
٣٠	8:30-10:3		Written 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)	Transformational generative Grammar by Brrice Liles
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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Course Description Form

1. Course Name:
"Arabic language".
2. Course Code:
HEED91111
3. Semester:
"2025 / 2026 (Annual)"
4. Description Preparation Date:
15 / 11 / 2025
5. Available Attendance Forms:
50/2
6. Number of Credit Hours (Total) / Number of Units (Total)
7. Course administrator's name (mention all, if more than one name)
name:Dr. Ali abbas Gmail: dralialzmeli@gmail.com.
8. Course Objectives

Course Objectives	**First: Cognitive Objectives** The objectives of the Arabic language course are as follows:

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	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**

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9. Teaching and Learning Strategies	
Strategy	1. Explaining the basic rules of writing in the Arabic language. 2. Applying linguistic knowledge skillfully and effortlessly. 3. Analyzing linguistic structures and simple texts used in daily life. 4. Demonstrating self-confidence and the ability to express oneself easily. 5. Addressing minor personal errors.

10. Course Structure

No.	Hours	Required Learn Outcomes	Unit or subject name	Learning method	Evaluation method	
First week			مقدمة تعريفية بعلم الإملاء وواضعه ونشأته وتطوره -	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
Second week			الهمزة الأولية ●	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
Third week			1 الهمزة المتوسطة ●	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2

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Fourth week			2 الهمزة المتوسطة ●	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
Fifth weeks			الهمزة المتطرفة	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
Sixth week			الهمزة المتطرفة وتنوين الفتح ●	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
seventh week			التاء المربوطة والتاء المبسوطة ●	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
Ninth week			انوار الرحمن في ايات القران(دراسة قرئانية)	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
Tenth week			امتحان نصف الفصل	طريقةالقاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
Eleventh weeks			الألف المقصور	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2
Twelfth week			حروف الزيادة والنقصان	طريقة القاء المحاضرات والمناقشة	توجيه الأسئلة القصيرة	2

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

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1. Course Evaluation	
درجة الفصل الدراسي (200) توزع بالشكل الاتي : الفصل الاول : 25 الامتحان النصف فصلي : 20 النشاط و الحضور : 5 الفصل الثاني : 25 الامتحان النصف فصلي : 20 النشاط و الحضور : 5 الامتحان النهائي : 50	
12 Learning and Teaching Resources	
Required textbooks (methodology, if any)	
Key references (sources)	الإملاء الفريد، نعوم جرجيس زرازير ، مكتبة اللغة العربية ، بغداد- العراق، ط6، 2017م
Recommended books and references (scientific journals, reports...)	الإملاء الواضح، عبد المجيد النعيمي، مكتبة دار المتنبي، بغداد- العراق، ط3، 1967م.
Electronic references, websites	شبكة الألوكة موقع فصيح الإلكي مكتبة نرجس ونية ونية
Course Dev خطة تطوير المقرر الدراسي elopment Plan	المكتبة الوقفية الإلكي ونية مكتبة نور الاليكترونية ●

Course Description Form

1. Course Name: Human Rights Course – First Stage

2. Course Code: HEED91107

3. Semester / Year: 2025-2026

4. Description Preparation Date: 8/4/2026

5. Available Attendance Forms: Weekly

6. Number of Credit Hours (Total) / Number of Units (Total): Total study hours (60) / Total units (2)

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

Name: Afrah Abbas Abdul Ali
Email:

8. Course Objectives

Course Objective	• **Introducing the student to the principles of human rights law, its sources, and its characteristics.** • **Introducing the student to the nature of the relationship between human rights law and other related laws.** • **Introducing the student to the most important of these rights.** • **Identifying the most important human rights and international conventions in this field.**

9. Teaching and Learning Strategies

Strategy	Teaching and learning methods for the purposes of course design are defin as (methods of organizing communication and classroom interacti between the instructor and students, and among the students themselves, order to achieve effective interaction with the learning content and achie

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	the course learning outcomes). And, God willing, the course will be taught using a set of methods including 1. Traditional method represented by explanation on the teaching board 2. Assigning students to present reports on specific topics as a classroom activity related to course content. 3. Using a variety of methods including

10. Course Structure

Week	Hours	Learning Outcomes	Topic	Teaching Method	Evaluation
Week One	2	Definition of human rights	Human rights: definition and objectives	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written, and practical tests
Week Two	2	Roots of human rights and their development in human history	Human rights in ancient times	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written, and practical tests
Week Three	2	Human rights in ancient civilizations	Mesopotamian civilization	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written, and practical tests
Week Four	2	Human rights in divine laws	Human rights in Islam	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written, and practical tests
Week Five	2	Human rights in the Middle Ages	Political doctrines and theories	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written, and practical tests

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Week Six	2	Human rights in charters and revolutions	Constitutions and declarations	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written, and practical tests
Week Seven	2	Human rights in modern history	International recognition of human rights	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written, and practical tests
Week Eight	2	Regional international recognition	Human rights	Lecture / Discussion	Exam
Week Nine	2	NGOs and human rights	Human rights	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written, and practical tests
Week Ten	2	National human rights organizations	Human rights	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written, and practical tests
Week Eleven	2	Human rights in Iraqi constitutions	Reality vs theory	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written, and practical tests
Week Twelve	2	Human rights and freedoms	Universal Declaration	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written, and practical tests
Week Thirteen	2	Human rights and freedoms	Regional and national constitutions	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written, and practical tests
Week Fourteen	2	Types of human rights	Economic, social, civil, political	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written, and practical tests
Week Fifteen	2	Human rights	—	Lecture / Discussion	Exam

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Week Sixteen	2	Modern human rights	Development and environment	Lecture / Discussion	Re-asking previ questions and answerin them / Oral, written tests
Week Seventeen	2	Characteristics of human rights	Human rights	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written tests
Week Eighteen	2	Types of human rights	Human rights	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written tests
Week Nineteen	2	Human rights conventions	Human rights	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written tests
Week Twenty	2	International treaties	Human rights	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written tests
Week Twenty-One	2	Constitutional guarantees	Human rights	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written tests
Week Twenty-Two	2	Human rights bodies	Human rights	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written tests
Week Twenty-Three	2	Human rights in regional constitutions	Human rights	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written tests
Week Twenty-Four	2	Local human rights bodies	Human rights	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written tests
Week Twenty-Five	2	Regional human rights	Human rights	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written

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		bodies			
Week Twenty-Six	2	UN role in human rights	Human rights	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written tests
Week Twenty-Seven	2	International courts	Human rights	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written tests
Week Twenty-Eight	2	International resolutions	Human rights	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written tests
Week Twenty-Nine	2	Human rights violations bodies	Human rights	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written tests
Week Thirty	2	Review	Review	Lecture / Discussion	Re-asking previous questions and answering them / Oral, written tests

11.Course Evaluation

25% midterm exams, 25% assignments and daily preparation, 50% final exam

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Human Rights (Prof. Dr. Hamid Hanoun Khaled)
Main references (sources)	slamic Perspectives on the Universal Declaration of Hu Rights
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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Course Description Form

1. Course Name: An Introduction to Literature

2. Course Code: HEED91106

3. Semester / Year: Year

2025/2026

4. Description Preparation Date:

5. Available Attendance Forms: Three hours per week

6. Number of Credit Hours (Total) / Number of Units (Total): Ninty 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	**Introducing the Types of English Literature** **Developing language skills through the study of literary texts** **Teaching them how to read literary texts** **Introducing the types of English literature**

9. Teaching and Learning Strategies

Strategy	A. Knowledge and Understanding Understanding the definition of literature and its types .1 Understanding the most important English literary genres .2 Understanding the basic elements of English poetry and its types .3 Understanding the elements, foundations, and main components of .4 prose and its types Understanding the elements of English drama .5

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	B. Subject-Specific Skills B1. Analyzing poems and short stories B2. Analyzing rhetorical and stylistic devices in poetry and prose B3. Analyzing the basic components of literature: poetry, short stories, a plays

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Introducing students to literature and its genres	troduction to Literature and its types: Poetry Prose Drama Novel	Lecturing, discussing and presenting Presentation by students. Daily exams Oral and written And monthly written exams Duties and report	Asking questions, and making discussions, and presentations by students. Beside the daily exam and written exam.
2	2	Introducing students to the most important stages of literature	The History of English Literature		
3	2	Introducing students to poetry and its types	troduction to English poetry How to analyze the poem		
4	2	Teaching students how to analyze poems	O Rose" by William Blake"		
5	2	Enabling students to identify and analyze the main idea of a poem	eak, break.." by Alfred Lord" Tennyson		
6	2	Enabling students to identify and analyze the main idea of a poem	cy" by William Wordsworth "		
7	2	Enabling students to identify and analyze the main idea of a poem	Exam		
8	2	Enabling students to identify and analyze the main idea of a poem	"The Rime of the Ancient Mariner" by Samuel Tylor Coleridge		
9	2	Enabling students to identify and analyze the main idea of a poem	Winter" by" William Shakespeare		
10	2	Enabling students to identify and analyze the main idea of a poem	"Lord Randal"		
11	2				
12	2				
13	2				
14	2				
15	2				
Second Semester					

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1	2	poem	h Irish Airman Foresees his" Death" By William Butler Yeats		
2	2	Enabling students to identify and analyze the main idea of a poem			
3	2				
4	2		To" by Percy Bysshe Shelly"		
5	2	Enabling students to identify and analyze the main idea of a poem	On his Blindness" by John " Milton		
6	2		Exam		
7	2	Enabling students to	Introduction to Classical Drama		
8	2	identify and analyze the main idea of a poem	Oedipus Tyrannus" by " Sophocles		
9	2		Themes of the Play		
10	2	Enabling students to			
11	2	identify and analyze the main idea of a poem			
12	2		Revision		
13	2		Exam		
14	2	Enabling students to understand the traditional concept of drama			
15	2	The ability to analyze a play using critical analysis The ability to find and understand the ideas of a play using analysis Comprehensive review Final exam			

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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)	ɔse Appreciation for and Poetry- erseas Students Alexander L.G. Alexander ctionary of Literary Terms by A C. Cuddon- 229) Introduction to Drama by Whitfield George - -
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	Google Scholar/ Researchgate

تم المسح الضوئي بـ CamScanner

Course Description Form

1. Course Name:	
Educational Psychology	
2. Course Code:	
HEED91108	
3. Semester / Year:	
Annual	
4. Description Preparation Date:	
1-4-2026	
5. Available Attendance Forms:	
In-person	
6. Number of Credit Hours (Total) / Number of Units (Total):	
60	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lec. Dhafer Nasser Hussein Email:	
8. Course Objectives	
Course Objectives	Identify the concept of educational psychology and its importance in the educational process. Understand learners' developmental characteristics at different stages. Analyze learning theories and apply them in the classroom. Interpret learners' behavior in educational situations. Develop classroom management skills and handle individual differences. Identify motivation and methods to enhance it among students. Develop skills in educational measurement and evaluation. Apply psychological principles to improve teaching and learning. Promote positive attitudes toward the teaching profession. Develop scientific thinking in dealing with educational problems.
9. Teaching and Learning Strategies	
Strategy	Identify the concept of educational psychology and its importance in the educational process. Identify the concept of educational psychology and its importance in the educational process. Understand learners' developmental characteristics at different stages. Understand learners' developmental characteristics at different stages. Analyze learning theories and apply them in the classroom. Analyze learning theories and apply them in the classroom. Interpret learners' behavior in educational situations. Interpret learners' behavior in educational situations. Develop classroom management skills and handle individual differences. Develop classroom management skills and handle individual differences. Identify motivation and methods to enhance it among students. Identify motivation and methods to enhance it among students. Develop skills in educational measurement and evaluation. Develop skills in educational measurement and evaluation.

تم المسح الضوئي بـ CamScanner

	Apply psychological principles to improve teaching and learning. Apply psycho principles to improve teaching and learning. Promote positive attitudes toward the teaching profession. Promote positive attitudes toward teaching profession. Develop scientific thinking in dealing with educational problems. Develop scientific thinking dealing with educational problems.

10. Course Structure

Week	Hours	Learning Outcomes	Topic	Teaching Method	Assessment
	2		Introduction to science and psychology	Lecture + Discussion	Oral / Quiz
	2		Difference between learning and teaching	Lecture + Discussion	Oral / Quiz
	2		Definition of educational psychology	Lecture + Discussion	Oral / Quiz
	2		Importance of educational psychology	Lecture + Discussion	Oral / Quiz
	2		Objectives and relation to other sciences	Lecture + Discussion	Oral / Quiz
	2		Teacher personality	Lecture + Discussion	Oral / Quiz
	2		Factors affecting teaching effectiveness	Lecture + Discussion	Oral / Quiz
	2		UNESCO educational problems	Lecture + Discussion	Oral / Quiz
	2		Motivation and types	Lecture + Discussion	Oral / Quiz
	2		Functions of	Lecture + Discussion	Oral / Quiz

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			motivation		
	2		Motivation strategies	Lecture + Discussion	Oral / Quiz
	2		Memory	Lecture + Discussion	Oral / Quiz
	2		Atkinson–Shiffrin model	Lecture + Discussion	Oral / Quiz
	2		Remembering factors	Lecture + Discussion	Oral / Quiz
	2		Forgetting	Lecture + Discussion	Oral / Quiz
	2		Forgetting factors	Lecture + Discussion	Oral / Quiz
	2		Transfer of learning	Lecture + Discussion	Oral / Quiz
	2		Modern transfer theories	Lecture + Discussion	Oral / Quiz
	2		Feedback	Lecture + Discussion	Oral / Quiz
	2		Types of feedback	Lecture + Discussion	Oral / Quiz
	2		Learning conditions	Lecture + Discussion	Oral / Quiz
	2		Trial and error learning	Lecture + Discussion	Oral / Quiz
	2		Thorndike applications	Lecture + Discussion	Oral / Quiz
	2		Classical conditioning	Lecture + Discussion	Oral / Quiz
	2		Classical learning concepts	Lecture + Discussion	Oral / Quiz
	2		Pavlov applications	Lecture + Discussion	Oral / Quiz
	2		Gestalt theory	Lecture + Discussion	Oral / Quiz
	2		Gestalt concepts	Lecture + Discussion	Oral / Quiz
	2		Insight	Lecture + Discussion	Oral / Quiz

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تم المسح الضوئي بـ CamScanner

	2		Gestalt applications	Lecture + Discussion	Oral / Quiz

11. Course Evaluation

Distribution of 100 marks based on daily, oral, monthly and written exams and reports.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Educational Psychology – Fouad Abu Hatab
Main references (sources)	Imad Abdul Rahim Zaghloul
Recommended books and references (scientific journals, reports...)	Educational Psychology and its Applications – Mohamm Jassim Mohammed
Electronic References, Websites	Educational Psychology and its Applications – Mohammed Baili

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تم المسح الضوئي بـ CamScanner

1. Course Name

Foundations of Education

2. Course Code:

HEED91109

3. Semester / Year:

Annual

4. Description Preparation Date:

1/4/2026

5. Available Attendance Forms

: Lectures

6. Number of Credit Hours (Total) / Number of Units (Total):5 hours × 24 weeks) / 8 units

60

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

Name: Assist. Lecturer Dhafer Nasser Hussein

Email:

8. Course Objectives

Course Objectives	**The course aims to introduce students to the foundations and concepts of education, and to develo their abilities to understand and analyze educational issues and principles within the educational context.**

9. Teaching and Learning Strategies

Strategy	various teaching methods are used in delivering the course, such as lectures, discussions, and questioning, as well as cooperative learning and brainstorming, with the use of modern educational tools.

10. Course Structure

Week	Hours	Learning Outcomes	Unit / Topic	Teaching Method	Evaluation Method
2		Concept of Education	Foundations of Education	Lecture + Discussion	Oral / Quiz
2		Education in its Individual Meaning	Foundations of Education	Lecture + Discussion	Oral / Quiz
2		Historical Foundations of Education	Foundations of Education	Lecture + Discussion	Oral / Quiz
2		Importance of Historical	Foundations	Lecture + Discussion	Oral / Quiz

تم المسح الضوئي بـ CamScanner

		Foundations	of Education		
2		Function of Education	Foundations of Education	Lecture + Discussion	Oral / Quiz
2		Difference Between Education and Teaching	Foundations of Education	Lecture + Discussion	Oral / Quiz
2		Principles of Education	Foundations of Education	Lecture + Discussion	Oral / Quiz
2		Characteristics of Education	Foundations of Education	Lecture + Discussion	Oral / Quiz
2		Importance of Education	Foundations of Education	Lecture + Discussion	Oral / Quiz
2		Education in Primitive Societies	Foundations of Education	Lecture + Discussion	Oral / Quiz

11. Course Evaluation

The total mark (100) is distributed according to student tasks such as daily preparation, daily exams, oral exams, monthly exams, written exams, reports, etc.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Al-Laqani (2001) Principles of Education
Main references (sources)	Adas (2000) Foundations of Education.
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

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Second Stage Courses

تم المسح الضوئي بـ CamScanner

Course Description Form

1. Course Name:
Advanced Reading/ Second Year
2. Course Code:
HEED92114
3. Semester:
Semester / Year: 2025-2026 / Annual
4. Description Preparation Date:
2026 \ 2 \ 15
5. Available Attendance Forms:
In-person \ Sessions
6. Number of Credit Hours (Total) / Number of Units (Total)
60 annual hours. 3 study units
7. Course administrator's name (mention all, if more than one name)
Asst. Lect. Qamar Mirjan (Email: q8602037@gmail.com)
8. Course Objectives

Course Objectives	• **Cognitive Objectives** Help students to develop reading skill. • **Skill-based Objectives**

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	• Comprehend advanced academic texts and literary works fluently. • Recognize and understand specialized vocabulary, expressions, and academic phrases. • Skim and scan texts quickly to identify main ideas and supporting details. • Analyze and summarize complex articles, essays, or stories. • Comment critically on various readings (literature, research articles, essays). • Draw inferences, identify reasoning, and evaluate arguments. • Identify themes and effectively use research sources in writing and analysis.

9. Teaching and Learning Strategies

Strategy	• **Reading Practice:** Applying various reading techniques inside and outside class. • **Interactive Activities:** Group discussions, presentations, and debates. • **Text Analysis:** Analytical exercises to extract key ideas and evaluate arguments. • **Summarization & Commentary:** Training students to summarize and provide critical opinions. • **Speed Reading:** Improving reading speed and comprehension.

10. Course Structure

First semester:

week	Hours	Required Learning Outcomes	Unit/Subject	Learning Method	Evaluation Method
1st week	2	Understand text organization; identify main ideas	The Youngster Behind YouTube / Understanding Academic Text Structures	Listening, Reading Practice	Do practices and exercises in the lessons

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2nd week	2	Students identify main ideas and supporting details in academic lectures.	Your Negative Attitude Can Hurt Your Career / Identifying Main Ideas	Listening, Reading Practice	Quiz
3rd week	2	Analyze author's tone, style, and word choice	The Colorful World of Synesthesia / Analyzing Author's Style	Listening, Reading Practice	Do practices and exercises in the lessons
4th week	2	Apply critical reading strategies; distinguish fact from opinion	What Is Creative Thinking? / Critical Reading Strategies	Listening, Reading Practice	Do practices and exercises in the lessons
5th week	2	Identify facts vs. opinions; support ideas with evidence	listen Up / Distinguishing Fact from Opinion	Listening, Reading Practice	Do practices and exercises in the lessons
6th week	2	Make inferences; understand implicit messages.	Students Won't Give Up Their French Fries / Inferring Implicit Meaning	Listening, Reading Practice	Do practices and exercises in the lessons
7th week	2	Evaluate arguments; detect bias	Why I Quit the Company / Evaluating Arguments	Listening, Reading Practice	Written exam
8th week	2	Summarize key ideas; paraphrase content	East Meets West on Love's Risky Cyber Highway / Summarizing Short Texts	Listening, Reading Practice	Do practices and exercises in the lessons

تم المسح الضوئي بـ CamScanner

9th week	2	Apply skimming/scanning; locate information quickly	Don't Let Stereotype Wrap Your Judgment / Skimming and Scanning Practice	Listening, Reading Practice	Do practices and exercises in the lessons
10th week	2	Identify themes; analyze structure and style	Reading Academic Journals / Analyzing Themes and Styles	Listening, Reading Practice	Do practices and exercises in the lessons
11th week	2	Analyze literary elements; interpret meaning	The Art of Reading / Literary Text Analysis	Listening, Reading Practice	Do practices and exercises in the lessons
12th week	2	Compare genres; detect differences in tone and purpose	When E.T. Calls / Comparative Reading Across Genres	Listening, Reading Practice	Do practices and exercises in the lessons
13th week	2	Synthesize information from multiple texts; summarize effectively	Integrating Multiple Sources / Synthesis Practice	Listening, Reading Practice	Do practices and exercises in the lessons
14th week	2	Apply advanced comprehension strategies; use academic vocabulary	Advanced Comprehension Strategies / Vocabulary in Context	Listening, Reading Practice	Monthly Test
15th week	2	Consolidate skills: summarize, analyze, and present content	Final Summarization Project / Consolidation	Listening, Reading Practice	Portfolio / Presentation

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Second Semester :

Week	Hours	Required Learning Outcomes	Unit/Subject	Learning Method	Evaluation Method
1st week	2	Understand long literary texts; identify narrative structure	Analyzing Long Literary Works / Novel & Drama Analysis	Listening, Reading Practice	Do practices and exercises in the lessons
2nd week	2	Analyze characters and themes; identify motifs.	Character and Theme Analysis / Advanced Interpretation	Listening, Reading Practice	Do practices and exercises in the lessons
3rd week	2	Interpret symbolism; evaluate narrative techniques	Symbolism and Narrative Techniques / Critical Evaluation	Listening, Reading Practice	Do practices and exercises in the lessons
4th week	2	Identify arguments; evaluate evidence	Argumentative Text Analysis / Identifying Arguments	Listening, Reading Practice	Do practices and exercises in the lessons
5th week	2	Evaluate reasoning and detect fallacies	Logical Reasoning and Fallacies / Evaluating Evidence	Listening, Reading Practice	Do practices and exercises in the lessons
6th week	2	Detect author bias; analyze tone and perspective	Comparing Perspectives / Author Bias & Tone	Listening, Reading Practice	Do practices and exercises in the lessons

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7th week	2	Understand cross-cultural themes; interpret context	Monthly Exam	Listening, Reading Practice	Written exam
8th week	2	Compare cultural perspectives in texts	Comparative Literary Analysis / Cultural Themes	Listening, Reading Practice	Assignment
9th week	2	Synthesize multiple literary sources; integrate ideas.	Synthesis of Literary Sources / Integrated Reading	Listening, Reading Practice	Do practices and exercises in the lessons
10th week	2	Apply speed reading; locate key information.	Speed Reading / Skimming & Scanning Extended Texts	Listening, Reading Practice	Do practices and exercises in the lessons
11th week	2	Extract and analyze research information	Reading for Research Purposes / Extracting Data	Listening, Reading Practice	Do practices and exercises in the lessons
12th week	2	Synthesize research sources; summarize effectively.	Synthesizing Research Sources / Analysis & Summary	Listening, Reading Practice	Do practices and exercises in the lessons
13th week	2	Present research findings clearly; organize ideas	Summarizing Research Findings / Presentation Skills	Listening, Reading Practice	Do practices and exercises in the lessons
14th week	2	Develop critical commentary; construct arguments	Critical Commentary on Texts / Argument Development	Listening, Reading Practice	Do practices and exercises in the lessons
15th week	2	Apply all learned skills; prepare final presentation.	Final Project Presentation / Comprehensive Review	Listening, Reading Practice	Do practices and exercises in the lessons

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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 the attendants and participation.

12 Learning and Teaching Resources	
• Required textbooks (methodology, if any)	
Key references (sources)	**Advanced listening and speaking book**
Recommended books and references (scientific journals, reports...)	
Electronic references, websites	
Course Development Plan	• Updating scientific content : - Focusing on topics that are related to the students' environment. - Motivate students on self-directed learning. - practical and applied training.

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تم المسح الضوئي بـ CamScanner

Course Description Template

1. :Course Name
short story
2. :Course code
HEED92117
3. :Annual/Semester
Yearly
4. Date of preparation of course description
2026-3-28
5. :Forms of attendance
Two hours per week
6. :Number of study hours (total) / Number of units (total)
60 hours per year. Four Academic Units
7. Course coordinator (mention more than one name)
Name: Asst. Lect. Qasim Jawad Abdul Kadhim Email: qjawad321@gmail.com
8. Course objectives

Enabling students to use critical and analytical tools for reading **Systematic literary texts. And strengthening .their literary sense** **And developing their ability to use diverse meanings and understand** **Studying the intellectual, economic, politica and social content** **The ethical values presented in the literary work and its development** **Their writing abilities and expanding their literary horizons** **.And their critical thinking**	Course objectives

9. Education and outcomes	
A. Cognitive objectives A1 - Understanding literary texts A2 - Analyzing the stories in the curriculum A3 - Its literary and critical interpretation .A2 - The skills-based objectives of the course B1 - Developing the learner's ability to think analytically B2 - Developing the student's skills in understanding literary tex and writing critical essays B3 - The student should be able to create literary arguments .based on the principles of literary criticism	Outputs

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B4 - The ability to compare literary texts through their critical a intellectual classification	

10. Course vocabulary

Evaluation Method	Teaching method	Unit or topic name	Learning outcomes requirements	Number of hours	Week
Daily test verbal Discussions	theoretical	Introduction: Pr	knowledge	2	1
		Introduction: Literature The storyteller		2	2
			My skills	2	3
Daily test		Introduction: To Literature	knowledge	2	4
Discussions		Introduction: Tools of Criticis	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
Daily test	Watch video and lecture Interactive	The Happy Prince Oscar Wilde	knowledge	2	9
	Watch video an offer My presentation	The Happy Prince Oscar Wilde	My skills	2	10
Discussions		The Happy Prince Oscar Wilde		2	11

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	Interactive lecture	The Dolls Hous Katherine Mansfield		2	12
Discussions		The Dolls Hous Katherine Mansfield	My heart	2	13
Daily test	Interactive lecture	The Black Cat Edgar Poe		2	14
Discussions	Watch video and lecture Interactive	The Black Cat Edgar Poe	knowledge	2	15
Daily test		Cat In The Rain Ernest Hemingway		2	16
Discussions		Cat In The Rain Ernest Hemingway	knowledge	2	17
	Reading texts	Introduction to t novel		2	18
Discussions and writing a report		Introduction: Understanding and Analysis The novel text	My skills	2	19
Daily test	Watch video and lecture Interactive	Introduction: Textual Criticisn Literary novel		2	20
		The Old Man an the Sea Ernest		2	21

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قسم اللغة الإنجليزية

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		Hemingway			
Discussions and writing Critical articl	presentation	The Old Man an the Sea Ernest Hemingway		2	22
discussion and tests from During t reports	Interactive lecture	The Old Man an the Sea Ernest Hemingway		2	23
discussions Open and writing Articles	Progressive offers	Reviews		2	24
Presenting seminar	Lectures Interactive	Reviews		2	25
	Progressive offers	Reviews		2	26
					weeks and Hours remaining be Dedicated For offers Introduction Private With t students seminars and the episodes discussion

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					inside halls Study

11. Evaluation methods

Discussions – raising topics that interest the student for comment and linking them to the story's theme; quick quizzes
Electronic tests

12. Educational and teaching resources

The Short Stories Book by Aziz Al-Mutalibi and the Novel The old sheikh 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 relating t literature in general and the short story in particular especially	Books and references that he recommends (.scientific journals , reports, etc)
Scientific encyclopedias and linguistic .and literary dictionaries Likewise, the books that It contains literary text available on the Google .platform or others	Electronic references and websites

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قسم اللغة الانكليزية

تم المسح الضوئي بـ CamScanner

Course Description Form

1. Course Name: 16th and 17th poetry

2. Course Code: HEED92118

3. Semester / Year: Year

2025-2026

4. Description Preparation Date:

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 16th and 17th eras, spanning the late 18th to the early 20th 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 16th to the intellectual and philosophical of the 17th, this course traces the evolution of poetic expression in a time of great social, political, and cultural change.**

9. Teaching and Learning Strategies

Strategy	To develop a deep understanding of the 16th and 17th eras poetry's ma themes and concerns. To analyze the stylistic and formal elements that characterize poetry fr these periods. To explore the historical, social, and cultural contexts in which these po wrote. To enhance critical thinking and analytical skills through close reading a interpretation of poetic texts.

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	To develop an appreciation for the enduring relevance and beauty of the 1 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
1	2	The Renaissance age	The Renaissance age	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	2		Romantic poets		
3	2				
4	2	key features of Renaissance	First monthly exam		
5	2				
6	2				
7	2	Renaissance poets			
8	2				
9	2				
10	2	Renaissance poets			
11	2				
12	2				
13	2				
14	2	Calendar			
15	2				
2nd Semeste					
1	2				
2	2				
3	2				
4	2		Metaphysical age		
5	2				
6	2				
7	2		second monthly exam		
8	2				
9	2				
10	2	Metaphysical age			
11	2				
12	2				
13	2	Metaphysical poets			

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تم المسح الضوئي بـ CamScanner

14 15	2 2	Metaphysical poets 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 Engl Poetry
Main references (sources)	Ala'uddi H. Al-Juboei et. al. The Siixteen Centur
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

تم المسح الضوئي بـ CamScanner

Course Description Form

2

1.Course Name: Morphology and Syntax
2.Course Code: HEED91101
3.Semester / Year: 2025-2026
4.Description Preparation Date: 31/3/2026
5. Available Attendance Forms: Class lectures
6. Number of Credit Hours (Total) / Number of Units (Total): 5 hours / 3 Units
7. Course administrator's name (mention all, if more than one name)
Name: Assist. Prof. Mozzammil Ahmed Email: mozzammil94@gmail.com

.iq
8. Course Objectives

Course Objectives	
	enabling students to compose correct sentences teaching students the origin of the words teaching them the grammatical principles that help composing wellformed sentences
9. Teaching and Learning Strategies	

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Strategy	The communicative approach is adopted in teaching and learning; the teacher elicits the grammatical rules from the students leaving the floors to them to construct and exemplify then he directs and corrects where necessary.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
8	24	Derivational and inflectional morphemes, diminutive, feminine, processes of word formation	morphology	communicative approach	Exams : daily and monthly

تم المسح الضوئي بـ CamScanner

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)	
Main references (sources)	
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

Advanced English Grammar

The Superior English Grammar Guide Packed With Easy to Understand Examples, Practice Exercises and Brain Challenges

By **Wendy Wilson**

https://bookauthority.org/books/best-english-grammar-books .

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Course Description Form

1. Course Name
Adult education
2. Course Code:
HEED٩٢١٢٠
3. Semester:
annual
4. Description Preparation Date:
٢٠٢٦\٣\١٣
٥. Available Attendance Forms:
hours per week ٢
٦. Number of Credit Hours (Total) / Number of Units (Total)
credit hours ٤hours per year ٦٠
٧. Course administrator's name (mention all, if more than one name)
Name : Sagaad asaad Amer **Email: sajad.asaad@hilla_unc.edu.iq**
8. Course Objectives

Course Objectives	**First: Cognitive Objectives** ١-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.

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	٢-Identifying the conditions that must be met for education to occur, whether related to the teacher or to the learner or toeducational means and identifying the nature of motivations for adults. Objectives Skills specific to the program ١-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 ٢-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 Learr Outcomes	Unit or subject name	Learning method	Evaluation method
First week	٢	Achieving a set of cognitive, skill and emotional goals	**Adult education concept**	Presentation and discussion	Tests

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Second week	٢	According to the content mentioned above	**Education Programs Philosophy of Adult**	Presentation and discussion	Tests
Third week	٢	According to the content mentioned above	**Basic principles of adult education**	Presentation and discussion	Tests
Fourth week	٢	According to the content mentioned above	**Appropriate age groups and conditions that make adults more responsive to education**	Presentation and discussion	Tests
Fifth weeks	٢	According to the content mentioned above	**Adults' motivations for learning**	Presentation and discussion	Tests
Sixth week	٢	According to the content mentioned above	**How adults practice learning and how they benefit from it**	Presentation and discussion	Tests
seventh week	٢	According to the content mentioned above	**Criteria for Selecting Adult Education Content**	Presentation and discussion	Tests

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Ninth week	٢	According to the content mentioned above	**Conditions that must be met for adults to learn**	Presentation and discussion	Tests
Tenth week	٢	According to the content mentioned above	**How to evaluate the adult education process.**	Presentation and discussion	Tests
Eleventh weeks	٢	According to the content mentioned above	**The difference between evaluation and assessment**	Presentation and discussion	Tests
Twelfth week	٢	According to the content mentioned above	Foundations of cognitive education for adults	Presentation and discussion	Tests
thirteenth week	٢	According to the content mentioned above	Foundations of experiential learning for adults	Presentation and discussion	Tests
Fourteenth Week	٢	According to the content mentioned above	**Adult education goals**	Presentation and discussion	Tests
Fifteenth Week	٢	According to the content mentioned above	**Adult education goals**	Presentation and discussion	Tests

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١١. Course Evaluation	
The grade of the semester (١٠٠) is distributed as follows	
١٢ 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-Aizirjawi, second edition.*
Electronic references, websites	
Course Development Plan	• **Updating scientific content:** • **Practical and applied training:**

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Course Description Form

1. Course Name:
Listening and Speaking - 2 / Second Year
2. Course Code:
HEED92103
3. Semester:
2025-2026 Yearly
4. Description Preparation Date:
2026 \ 3 \ 3
5. Available Attendance Forms:
In-person \ Sessions
6. Number of Credit Hours (Total) / Number of Units (Total)
90 annual hours. 3 study units
7. Course administrator's name (mention all, if more than one name)
Name: Asst. Lect. Farazdaq Hayder Abbood Email: farazdaq.haider@gmail.com
8. Course Objectives

Course Objectives	• **Cognitive Objectives** Help students to develop listening ans speaking skills.

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	• **Skill-based Objectives** - To train students effectively develop their listening and speaking skills through lessons and exercises included in the syllabus. - To speak effectively about different topics in different contexts.

9. Teaching and Learning Strategies

Strategy	• Learning in groups (group work) • Discussion • Audiovisual Context

10. Course Structure

First semester:

week	Hours	Required Learning Outcomes	Unit/Subject	Learning Method	Evaluation Method
1st week	2	Students introduce themselves and exchange basic personal information.	Introductions and Personal Information	Screen display + discussion	Do practices and exercises in the lessons
2nd week	2	Students describe daily activities and understand conversations about routines.	Daily Routines		Do practices and exercises in the lessons
3rd week	2	Students talk about family members and understand simple descriptions of relationships.	Family and Relationships		Do practices and exercises in the lessons

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4th week	2	Students discuss hobbies and understand conversations about leisure activities.	Free Time and Hobbies		Do practices and exercises in the lessons
5th week	2	Students describe places and understand basic location descriptions.	Describing Places		Do practices and exercises in the lessons
6th week	2	Students listen to and participate in conversations about food and ordering meals.	Food and Restaurants		Do practices and exercises in the lessons
7th week	2		**- Monthly Exam**		Written exam
8th week	2	Students understand shopping dialogues and practice asking about prices and items.	Shopping		Do practices and exercises in the lessons
9th week	2	Students understand travel conversations and describe transportation experiences.	Travel and Transportation		Do practices and exercises in the lessons
10th week	2	Students understand weather reports and discuss seasonal activities.	Weather and Seasons		Do practices and exercises in the lessons
11th week	2	Students understand discussions about health and describe healthy habits.	Health and Lifestyle		Do practices and exercises in the lessons

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12th week	2	Students talk about school life and understand discussions about studying.	Education and Study Life		Do practices and exercises in the lessons
13th week	2	Students discuss technology use and understand conversations about communication tools.	Technology and Communication		Do practices and exercises in the lessons
14th week	2	Students describe physical appearance and personality traits.	Describing People		Do practices and exercises in the lessons
15th week	2	Students understand directions and practice asking for and giving directions.	Giving Directions		Do practices and exercises in the lessons

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Second Semester :					
Week	**Hours**	**Required Learning Outcomes**	**Unit/Subject**	**Learning Method**	**Evaluation Method**
1st week	2	Students talk about past experiences and understand short narratives.	Experiences and Memories	Screen display + discussion	Do practices and exercises in the lessons
2nd week	2	Students discuss films and understand opinions about entertainment.	Movies and Entertainment		Do practices and exercises in the lessons
3rd week	2	Students understand discussions about social media and express opinions.	Social Media		Do practices and exercises in the lessons
4th week	2	Students discuss future goals and understand conversations about plans.	Future Plans		Do practices and exercises in the lessons
5th week	2	Students participate in discussions about simple problems and solutions.	Problem Solving		Do practices and exercises in the lessons
6th week	2	Students understand basic cultural topics and discuss traditions.	Cultural Differences		Do practices and exercises in the lessons

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7th week	2		Monthly Exam		Written exam
8th week	2	Students understand simple news reports and discuss recent events.	News and Events		Do practices and exercises in the lessons
9th week	2	Students understand discussions about nature and environmental issues.	Environment and Nature		Do practices and exercises in the lessons
10th week	2	Students talk about different jobs and understand workplace conversations.	Work and Jobs		Do practices and exercises in the lessons
11th week	2	Students practice giving suggestions and responding to them.	Making Suggestions		Do practices and exercises in the lessons
12th week	2	Students express opinions and respond to different viewpoints.	Opinions and Arguments		Do practices and exercises in the lessons
13th week	2	Students deliver short oral presentations and participate in discussions.	Presentations and Discussions		Do practices and exercises in the lessons
14th week	2	Students talk about past experiences and understand short narratives.	Experiences and Memories		Do practices and exercises in the lessons
15th week	2	Students discuss films and understand opinions about entertainment.	Movies and Entertainment		Do practices and exercises in the lessons

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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 the attendants and participation.	
12 Learning and Teaching Resources	
• **Required textbooks (methodology, if any)**	
Key references (sources)	Real listening and speaking book3
Recommended books and references (scientific journals, reports...)	
Electronic references, websites	
Course Development Plan	• Updating scientific content : - Focusing on topics that are related to the students' environment. - Motivate students on self-directed learning. - Practical and applied training.

تم المسح الضوئي بـ CamScanner

Course Description Form

1. Course Name: phonology
2. Course Code: HEED92113
3. Semester / Year: 2025-2026
4. Description Preparation Date: 15/3/2026
5. Available Attendance Forms: Class lectures
6. Number of Credit Hours (Total) / Number of Units (Total): 90 hours / 5 Units
7. Course administrator's name (mention all, if more than one name)
Name: Asst. Lect. Estabraq Abdul Kareem Sabar Email: mallh4229@gmail.com
8. Course Objectives

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م. م. استبرق عبد الكريم

Course Objectives	The course is to serve as a follow-up to the courses you have previously learnt such as: test of orals, spoken English ..and introduction to general phonetics and phonology of English. It is also meant to improve both your perceptive and receptive skills in the sound system of the English language. To achieve the aims set out above, there are set overall objectives. Besides, each unit has its specific objectives. The unit objectives will be included at the beginning of each unit. You should read them before you start working through the unit. It is advisable that you refer to them during your study of the unit to check on your progress. At the end of every unit, you should also revise the unit objectives. In this way you can be sure that you have done all you are expected to do in the unit.

9. Teaching and Learning Strategies

Strategy	• The standard method (giving lectures). • The text method. • Using the lab. • Some modern strategies.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
October 1	3	Skilled	• The English Phonetics and Phonology	Standard method	Class performance and exams
October 2	3	Skilled	• Phonemes and other aspects of pronunciation	Standard method & Brainstorming method	Class performance and exams
October 3	3	Skilled	• Accents and dialects	Standard method & text method	Class performance and exams
October 4	3	Skilled	The production of speech sounds	Standard method & text method	Class performance and exams

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November1	3	Skilled	• Articulators above the larynx • Vowel and consonant • English short vowels	Standard method & text method	Class performance and exams
November 2	3	Skilled	3. Long vowels, diphthongs and triphthongs	Standard method	Class performance and exams
November 3	3	Skilled	• Respiration and voicing • Plosives	Standard method	Class performance and exams
November 4	3	Skilled	• English long vowels • Diphthongs	Standard method	Class performance and exams
December 1	3	Skilled	• Triphthongs 4. Voicing and consonants	Standard method & text method	Class performance and exams
December2	3	Skilled	• English plosives • Fortis and lenis	Standard method	Class performance and exams
December 3	3	Skilled	• The larynx 5. Phonemes and symbols	Standard method & text method	Class performance and exams
December 4	3	Skilled	• The phoneme • Symbols and transcription • Phonology	Standard method & text method	Class performance and exams
			7. Nasals and other consonants • Nasals • The consonant l • The consonant r • The consonants j and w		
January 1	3	Skilled	6. Fricatives and affricates • Production of fricatives and affricates • The fricatives of English The affricates of English • Fortis consonants	Text method & deductive method	Class performance and exams

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January 2	3	Skilled	7. Nasals and other consonants • Nasals • The consonant l • The consonant r • The consonants j and w	Standard method & text method	Class performance and exams
January 3	3	Skilled	8. The syllable • The nature of the syllable • The structure of the English syllable • Syllable division	Standard method	Class performance and exams
January 4	3	Skilled	9. Strong and weak syllables • Strong and weak • The @ vowel ("schwa") • Close front and close back vowels • Syllabic consonants	Standard method	Class performance and exams
February 1	3	Skilled	11. Stress in simple words • The nature of stress • Levels of stress • Placement of stress within the word	Standard method	Class performance and exams
February 2	3	Skilled	11. Complex word stress • Complex words • Suffixes • Prefixes • Compound words • Variable stress • Word-class pairs 12. Weak forms	Deductive method & Text method	Class performance and exams

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March 1	3	Skilled	13. Problems in phonemic analysis • Affricates • The English vowel system • Syllabic consonants • Clusters of s with plosives • Schwa (@) • Distinctive features • Conclusion	Deductive method & Text method	Class performance and exams
March 2	3	Skilled	14. Aspects of connected speech • Rhythm • Assimilation	Standard method	Class performance and exams
March 3	3	Skilled	• Elision • Linking	Standard method & text method	Class performance and exams
March 4	3	Skilled	15. Intonation • Form and function in intonation • Tone and tone languages • Complex tones and pitch height • Some functions of English tones • Tones on other words	Standard method & text method	Class performance and exams
April 1	3	Skilled	16. Intonation • The tone-unit • The structure of the tone-unit • Pitch possibilities in the simple tone-unit	Standard method & text method	Class performance and exams
April 2	3	Skilled	17. Intonation • Fall-rise and rise-fall tones followed by a tail • High and low heads • Problems in analysing the form of intonation • Autosegmental treatment of intonation	Standard method	Class performance and exams

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April 3	3	Skilled	18. Functions of intonation	Standard method	Class performance and exams
April 4	3	Skilled	• The attitudinal function of intonation	Standard method	Class performance and exams
May 1	3	Skilled	• Expressing attitudes	Standard method & text method	Class performance and exams
May 2	3	Skilled	Oral examination	Solving problems method	----------
May 3&4	-------	Skilled	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: oral: 10 Written: 40
Final Grade: 100

12. Learning and Teaching Sources

Required textbooks (curricular books, if any)	**English Phonetics and Phonology, A practical Course.** By Peter Roach 4th. edition
Main references (sources)	Practical English Phonetics and PhonologyA Resource Book for Students By Beverley Collins, Inger M. Mees, Paul CarleyCopyright 2019
Recommended books and references (scientific journal, reports	Better English Pronunciation
Electronic References, Websites	https://www.routledge.com/Practical-English-Phonetics-and-Phonology-A-Resource-Book-for-Students/Collins-Mees-Carley/p/book/9781138591509 .

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Course Description Form

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1. Course Name:

Drama: Dr Faustus & two one-act plays

2. Course Code:

HEED92116

3. Semester / Year:

First & Second Semester 2025-2026

4. Description Preparation Date:

15-9-2025

5. Available Attendance Forms:

Classroom Attendance Sheet

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

60 Credit Hours / 120 Units

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

Name: Bassem Mohamed
alhassnawibasim@gmail.com

8. Course Objectives

Course Objectives	**Introduce sts to 16th-century drama for the 1st Semester** **Introduce sts to the one-act play genre for the 2nd Semester.** **Through class discussion, students will be able to analyze drama and grasp its themes and techniques.**

9. Teaching and Learning Strategies

Strategy	Students will understand drama through a communicative approach usin technique of question and answer, either collectively or in pairs.

10. Course Structure

Week	Hours	Unit or subject name	Required learning outcomes	Learning method	Evaluation meth
Week 1	2	Renaissance Period	Historical background to 16th century England	Discussion and analysis	Questions and Answers in pairs in groups

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Week 2	2	Theatre	Building, stage direction and conventions	Discussion and explanation through pics.	Questions and Answers in pairs and in groups
Week 3	2	The prologue	The prologue	Text analysis and discussion	Questions and Answers in pairs and in groups
Week 4	2	Act I	Decision scene	Text analysis and discussion	Questions and Answers in pairs and in groups
Week 5	2	Act I	First steps to the damnation scene	Text analysis and discussion	Questions and Answers in pairs and in groups
Week 6	2	Act II	Contract scene	Text analysis and discussion	Questions and Answers in pairs and in groups
Week 7	2	Act II	Repentance scene	Text analysis and discussion	Questions and Answers in pairs and in groups
Week 8	2	Act III	The Pope Scene	Text analysis and discussion	Questions and Answers in pairs and in groups
Week 9			Mid-term exam		
Week 10	2	Act IV	The emperor scene	Text analysis and discussion	Questions and Answers in pairs and in groups
Week 11	2	Act IV	The emperor scene	Text analysis and discussion	Questions and Answers in pairs and in groups
Week 12	2	Act V	the Reckoning	Text analysis and discussion	Questions and Answers in pairs and in groups
Week 13	2	Act V	the Reckoning	Text analysis and discussion	Questions and Answers in pairs and in groups
Week 14	2	Review	To prepare sts for the course exam		
Week 15		Term Exam	The Term Exam		
			Second Semester		
Week 1	2	One-act play	Historical background		
Week 2	2	One-act play	Reasons for the emergence of the One-act play and main characteristi		
Week 3	2	Riders to the Sea	Historical review, the playwright, The Aran Islands		
Week 4	2	Riders to the Sea	Reading & Text-analysis	Discussion and analysis	Questions and Answers in pairs and in groups
Week 5	2	Riders to the Sea	Reading & Text-analysis	Discussion and analysis	Questions and Answers in pairs and in groups

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Week 6	2	Riders to the Sea	Reading & Text-analysis	Discussion and analysis	Questions and Answers in pairs and in groups
Week 7	2	Riders to the Sea	Reading & Text-analysis	Discussion and analysis	Questions and Answers in pairs and in groups
Week 8			Mid-term exam		
Week 9	2	The Stronger	The playwright's style and techniqu		
Week 10	2	The Stronger	Reading & Text-analysis	Discussion and analysis	Questions and Answers in pairs and in groups
Week 11	2	The Stronger	Reading & Text-analysis	Discussion and analysis	Questions and Answers in pairs and in groups
Week 12	2	The Stronger	Reading & Text-analysis	Discussion and analysis	Questions and Answers in pairs and in groups
Week 13	2	The Stronger	Reading & Text-analysis	Discussion and analysis	Questions and Answers in pairs and in groups
Week 14	2		Review		
Week 15			Final exam		

11. Course Evaluation

Distributing the score out of 100 according to the tasks assigned to the student First Semester (10 Marks): 5 Marks for oral participation + 5 Marks for written Exams. Mid-Year Exam (20 Marks): Written Exam. Second Semester (20 Marks): 5 marks for daily preparation + 15 Marks for 2 written Exams. Final Exam (50 Marks): Written Exam

12. Learning and Teaching Resources

Required textbooks (curricular books any)	Dr Faustus One-act play
Main references (sources)	
Recommended books and references (scientific journals, reports...)	One act play Selected and introduced by Dr. Twaij, Dr. Mossa Alsoud and Dr Stephnie Burckhardt

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Electronic References, Websites	https://www.youtube.com/watch?v=H5AVPmAZ8o8 Middle Ages https://www.youtube.com/watch?v=5Whvf2EPe-g Feudalism https://www.youtube.com/watch?v=0m1jvUzVAtE Renaissance https://www.youtube.com/watch?v=IATyzSAjC1w Reformation https://www.youtube.com/watch?v=P0SBg-KG4C4 Theatre

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Third Stage Courses

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Course Description Form

Course Name:
Victorian Novel 1830-1900
Course Code:
HEED93125
Semester:
2025-2026 Yearly
Description Preparation Date:
٢٠٢٦-٣-٢٨
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

Course Objectives	• 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. • Program Specific Skills Objectives: 1- Develop critical analysis and literary interpretation skills by studying symbolism and themes in Wuthering Heights. 2- Enhance the ability to write academic critical essays on the novel using arguments supported by textual evidence.

م.م مصطفى خليل

	Teaching and Learning Strategies • 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 Wuthering Heights with other literary works that explore similar themes, such as Animal Farm or Heart of Darkness. • Role-Playing and Simulation: Reenacting key scenes from the novel to understand character interactions and their impact.

First semester:

No.					
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	• Explanation of the writer's life	Theoretical and practical application	Weekly and oral test

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Third week	3	Knowledge of theoretical and practical aspects	• The first chapter of the novel Wuthering Heights	Theoretical and practical application	Weekly and oral test
Fourth week	3	Knowledge of theoretical and practical aspects	• Chapter Two of Wuthering Heights	Theoretical and practical application	Weekly and oral test
Fifth weeks	3	Knowledge of theoretical and practical aspects	The third chapter of the novel The Wuthering Heights	Theoretical and practical application	Weekly and oral test
Sixth week	3	Knowledge of theoretical and practical aspects	• The third chapter of the novel The Wuthering Heights	Theoretical and practical application	Weekly and oral test
seventh week	3		• Monthly exam		Written exam
Ninth week	3	Knowledge of theoretical and practical aspects	The quarter chapter of The Wuthering Heights	Theoretical and practical application	Weekly and oral test
Tenth week	3	Knowledge of theoretical and practical aspects	Chapter Four of Wuthering Heights	Theoretical and practical application	Weekly and oral test

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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	3	Knowledge of theoretical and practical aspects	Chapter Five of The Wuthering Heights	Theoretical and practical application	Weekly and oral test
Fourteenth Week	3	Knowledge of theoretical and practical aspects	Chapter Five of Wuthering Heights	Theoretical and practical application	Weekly and oral test
Fifteenth Week	3		Review of the article		
Second semester					

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No.					
First week	3	Knowledge of theoretical and practical aspects	- Chapter VI of The Wuthering Heights	Theoretical and practical application	Weekly and oral test
Second week	3	Knowledge of theoretical and practical aspects	• Chapter VII of Wuthering Heights	Theoretical and practical application	Weekly and oral test
Third week	3	/	• Application of students in schools	Theoretical and practical application	
Fourth week	3	/	• Application of students in schools	/	
Fifth weeks	3	/	Application of students in schools	/	
Sixth week	3	/	• Application of students in schools	/	
seventh week	3	/	• Application of students in schools	/	

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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 Wuthering Heights	Theoretical and practical application	Weekly and oral test
Twelfth week	3	Knowledge of theoretical and practical aspects	Chapter IX of Wuthering Heights	Theoretical and practical application	Weekly and oral test
thirteenth week	3	Knowledge of theoretical and practical aspects	Chapter Ten of Wuthering Heights	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	
Wuthering Heights	
Key references (sources)	The Modern English Novel
Recommended books and references (scientific journals, reports...)	Adrian Poole(ed.) The Cambridge Companion to English Novel.

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	Walter Allen. The English Novel
Electronic references, websites	https://www.cliffsnotes.com/literature www.sparknotes.com/sparknotes www.yorknotes.com
Course Development Plan	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. 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. 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 Wuthering Heights 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

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	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.

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Course Description Form

1. Course Name:	
Listening and Speaking - 3 / Third Year	
2. Course Code:	
HEED93103	
3. Semester:	
2025-2026 Yearly	
4. Description Preparation Date:	
2026 \ 2 \ 7	
5. Available Attendance Forms:	
In-person \ Sessions	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60 annual hours. 3 study units	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst. Lect. Estabraq Abdul Kareem Sabar Email: mallh4229@gmail.com	
8. Course Objectives	
Course Objectives	• **Cognitive Objectives** Help students to develop listening ans speaking skills. • **Skill-based Objectives** - To train students effectively develop their listening and speaking skills through lessons and exercises included in the

م م استبرق عبد الكريم

	syllabus. - To speak effectively about different topics in different contexts.

9. Teaching and Learning Strategies	
Strategy	• Learning in groups (group work) • Discussion • Audiovisual Context

10. Course Structure

First semester:

week	Hours	Required Learning Outcomes	Unit/Subject	Learning Method	Evaluation Method
1st week	2	Students understand extended conversations on familiar academic and social topics.	Extended Conversations	Screen display + discussion	Do practices and exercises in the lessons
2nd week	2	Students identify main ideas and key details in spoken texts.	Key Points		Do practices and exercises in the lessons
3rd week	2	Students summarize information from short lectures and discussions.	Lecture Summaries		Do practices and exercises in the lessons

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4th week	2	Students participate in group discussions using appropriate expressions.	Group Discussions		Do practices and exercises in the lessons
5th week	2	Students express opinions clearly and give reasons to support them.	Opinion Expression		Do practices and exercises in the lessons
6th week	2	Students respond appropriately to questions and comments in discussions.	Question Response		Do practices and exercises in the lessons
7th week	2		Monthly Exam		Written exam
8th week	2	Students describe experiences and past events in detail.	Past Experiences		Do practices and exercises in the lessons
9th week	2	Students engage in problem-solving conversations.	Problem Solving		Do practices and exercises in the lessons
10th week	2	Students understand different speakers' attitudes and tones.	Speaker Attitudes		Do practices and exercises in the lessons
11th week	2	Students ask for clarification and confirm understanding.	Clarification Requests		Do practices and exercises in the lessons

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12th week	2	Students discuss hobbies, interests, and leisure activities fluently.	Hobbies & Interests		Do practices and exercises in the lessons
13th week	2	Students narrate short stories or events to peers.	Storytelling		Do practices and exercises in the lessons
14th week	2	Students understand conversations about culture and traditions.	Cultural Topics		Do practices and exercises in the lessons
15th week	2	Students participate in role-plays simulating real-life scenarios.	Role-Play		Do practices and exercises in the lessons

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Second Semester :					
Week	**Hours**	**Required Learning Outcomes**	**Unit/Subject**	**Learning Method**	**Evaluation Method**
1st week	2	Students compare and contrast ideas in discussions.	Idea Comparison	Screen display + discussion	Do practices and exercises in the lessons
2nd week	2	Students express preferences and justify their choices.	Preferences Justification		Do practices and exercises in the lessons
3rd week	2	Students understand announcements, instructions, and informal talks.	Announcements Understanding		Do practices and exercises in the lessons
4th week	2	Students discuss social issues with peers using appropriate vocabulary.	Social Issues		Do practices and exercises in the lessons
5th week	2	Students present ideas in small group discussions.	Idea Presentation		Do practices and exercises in the lessons
6th week	2	Students respond to opinions and arguments in a polite and logical way.	Polite Responses		Do practices and exercises in the lessons

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7th week	2		Monthly Exam		Written exam
8th week	2	Students demonstrate comprehension of audio materials from various sources.	Audio Comprehension		Do practices and exercises in the lessons
9th week	2	Students ask and answer questions about future plans and intentions.	Future Plans		Do practices and exercises in the lessons
10th week	2	Students describe people, places, and events with sufficient detail.	People & Places		Do practices and exercises in the lessons
11th week	2	Students collaborate with peers to complete communicative tasks.	Collaborative Tasks		Do practices and exercises in the lessons
12th week	2	Students use strategies to improve understanding of fast or complex speech.	Complex Speech		Do practices and exercises in the lessons
13th week	2	Students express agreement and disagreement in discussions politely.	Agree / Disagree		Do practices and exercises in the lessons
14th week	2	Students integrate listening and speaking skills in short presentations.	Presentation Skills		Do practices and exercises in the lessons
15th week	2	Students demonstrate overall improvement in communicative competence through applied activities.	Communicative Competence		Do practices and exercises in the lessons

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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 the attendants and participation.	
12 Learning and Teaching Resources	
• Required textbooks (methodology, if any)	
Key references (sources)	listening and speaking book 4
Recommended books and references (scientific journals, reports...)	
Electronic references, websites	
Course Development Plan	• Updating scientific content : - Focusing on topics that are related to the students' environment. - Motivate students on self-directed learning. - practical and applied training.

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Course Description Form

1. Course Name:
Renaissance Drama 16th-18th Century
2. Course Code:
HEED93126
3. Semester:
2025-2026 Yearly
4. Description Preparation Date:
15-9-2025
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. Bassem Mohamed Email: alhassnawibasim@gmail.com
8. Course Objectives

Course Objectives	• **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

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	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

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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	• Life and Works of William Shakespeare	Theoretical and practical application	Weekly written and oral test
3	3	Theoretical and practical knowledge	• Act 1 of *Hamlet*: Introduction and Characters	Theoretical and practical application	Weekly written and oral test
4	3	Theoretical and practical knowledge	• Act 2 of *Hamlet*: The Appearance of the Ghost	Theoretical and practical application	Weekly written and oral test
5	3	Theoretical and practical knowledge	Act 3 of *Hamlet*: Hamlet's Internal Conflict	Theoretical and practical application	Weekly written and oral test
6	3	Theoretical and practical knowledge	• Act 4 of *Hamlet*: Hamlet's Plan for Revenge	Theoretical and practical application	Weekly written and oral test
7	3		• Monthly Exam (Acts 1-4)		Written exam

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8	3	Theoretical and practical knowledge	Act 5 of *Hamlet*: The Play Within the Play	Theoretical and practical application	Weekly written and oral test
9	3	Theoretical and practical knowledge	Act 6 of *Hamlet*: The Death of Polonius	Theoretical and practical application	Weekly written and oral test
10	3	Theoretical and practical knowledge	Act 7 of *Hamlet*: Hamlet and Madness	Theoretical and practical application	Weekly written and oral test
11	3	Theoretical and practical knowledge	Act 8 of *Hamlet*: The Return of Laertes	Theoretical and practical application	Weekly written and oral test
12	3	Theoretical and practical knowledge	Act 9 of *Hamlet*: 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 *Hamlet*: Hamlet's Return	Theoretical and practical application	Weekly written and oral test
Second semester					

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No.	Hours	Required Learn Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Theoretical and practical knowledge	- Act 11 of *Hamlet*: The Duel	Theoretical and practical application	Weekly written and oral test
2	3	Theoretical and practical knowledge	• Act 12 of *Hamlet*: The Death of the Queen	Theoretical and practical application	Weekly written and oral test
3	3	Theoretical and practical knowledge	• Act 13 of *Hamlet*: The Death of Claudius	Theoretical and practical application	Weekly written and oral test
4	3	Theoretical and practical knowledge	• Act 14 of *Hamlet*: 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	• Analysis of the Theme of Madness in the Play	Theoretical and practical application	Weekly written and oral test

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7	3		• 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 *Hamlet*	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)

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١٢ 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

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	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.

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	• 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.

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Course Description Form

١. Course name	
Educational guidance	
٢. Course code	
HCEE٠٠٩٠٠٣٠	
٣. Chapter/Year	
annual	
٤. Date this description was prepared	
١٣\٣\٢٠٢٦	
٥. Available attendance forms	
hours per week ٢	
٦. (total) Number of study hours (total) / Number of units	
credit hours ٤hours per year ٦٠	
٧. (Name of the course administrator (if more than one name is mentioned	
Name : Sagaad asaad Amer Email: sajad.asaad@hilla_unc.edu.iq	
٨. Course objectives	
• Cognitive objectives ١. Introducing students to the concept of educational guidance and its .importance ٢. Providing students with the skills necessary to practice educational .guidance effectively ٣. Developing students' awareness of psychological and educational .guidance methods and their role in supporting the educational process Promoting positive values and developing an integrated personality amor .students • Program Skill Objectives ١- Skills of behavioral theory applying learning theories, including , behavioral modification which includes . behavioral modification which includes students for Difficult in effectively participate that encourage students to strategies Applying .learning activities . And increase motivation in learning	Subject objectives

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Teaching and learning strategies ٩.	
Strategy	• lecture or presentation and Strategy • strategy learning based-Project • strategy learning -Self • strategy learning Cooperative **Evaluation methods** • **.The evaluation depends on the questions** • **Oral** • **and editorial** • **And direct discussion**

Course structure ١٠.

semester First

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	٢	١
Tests	Presentation, discussion and brainstorming	Goals and ethics of educational guidance	According to the content of the previously mentioned article	٢	٢
Tests	Presentation, discussion and brainstorming	Theories of psychological and educational counseling	According to the content of the previously mentioned article	٢	٣
Tests	Presentation, discussion and brainstorming	Educational counselor skills	According to the content of the previously mentioned article	٢	٤
Tests	Presentation, discussion and	Individual and group	According to the content of the	٢	٥

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	brainstorming	counseling methods	previously mentioned article		
Tests	Presentation, discussion and brainstorming	Common educational problems and ways to address them	According to the content of the previously mentioned article	٢	٦
Tests	Presentation, discussion and brainstorming	Career and academic guidance	According to the content of the previously mentioned article	٢	٧
Tests	Presentation, discussion and brainstorming	Mental Health and Counseling	According to the content of the previously mentioned article	٢	٨
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	٢	٩
Tests	Presentation, discussion and brainstorming	Problem solving and decision making strategies	According to the content of the previously mentioned article	٢	١٠
Tests	Presentation, discussion and brainstorming	Behavior modification techniques	According to the content of the previously mentioned article	٢	١١
Tests	Presentation, discussion and brainstorming	The role of counseling in preventing school violence	According to the content of the previously mentioned article	٢	١٢
Tests	Presentation, discussion and brainstorming	Practical applications in educational guidance	According to the content of the previously mentioned article	٢	١٣
review	Presentation, discussion and brainstorming	General review	According to the content of the previously mentioned article	٢	١٤
	exam	Final Exam	According to the content of the	٢	١٥

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			previously 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	٢	١
Tests	Presentation, discussion and brainstorming	Childhood and Adolescent Counseling	According to the content of the previously mentioned article	٢	٢
Tests	Presentation, discussion and brainstorming	Family and educational guidance	According to the content of the previously mentioned article	٢	٣
Tests	Presentation, discussion and brainstorming	Guidance in special cases and needs	According to the content of the previously mentioned article	٢	٤
Tests	Presentation, discussion and brainstorming	Educational guidance and prevention of school dropout	According to the content of the previously mentioned article	٢	٥
Tests	Presentation, discussion and brainstorming	Analyzing behavioral problems and finding solutions	According to the content of the previously mentioned article	٢	٦
Tests	Presentation, discussion and brainstorming	Communication skills and effective communication	According to the content of the previously mentioned article	٢	٧
Tests	Presentation, discussion and brainstorming	Planning and Management in Educational	According to the content of the previously mentioned	٢	٨

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		Guidance	article		
Tests	Presentation, discussion and brainstorming	Employing technology in nal educatio guidance	According to the content of the previously mentioned article	٢	٩
Tests	Presentation, discussion and brainstorming	Measurement and evaluation tools in guidance	According to the content of the previously mentioned article	٢	١٠
Tests	Presentation, discussion and brainstorming	Professional ethics in educational guidance	According to the content of the previously mentioned article	٢	١١
Tests	Presentation, discussion and brainstorming	Case studies in educational guidance	According to the content of the previously mentioned article	٢	١٢
Tests	Presentation, discussion and brainstorming	Applied projects in guidance	According to the content of the previously mentioned article	٢	١٣
review	Presentation, discussion and brainstorming	General review	According to the content of the previously mentioned article	٢	١٤
-	exam	Final Exam	According to the content of the previously mentioned article	٢	١٥

١١. Course Evaluation

First semester exam: ١٥ marks

Second semester exam: ١٥ points

Attendance and participation: ١٠ points

Final Exam: ٦٠ marks

١٢. Learning and teaching resources

Counseling and mental health	if methodology) Required textbooks (any

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Dr. Hussein Rabie Turahi-Dr. Fahim Hussein Al	(Sources) Main References
	Recommended supporting books and references (scientific journals, (.reports, etc
Multiple websites	references , websites Electronic
Educational Guidance Curriculum Development (Plan (Abbreviated **: Objectives١.** • Updating content according to the latest theories . and methods • Strengthening the practical aspect through field . training • Improving teaching and assessment methods using . n technologymoder **: Development axes٢.** • **Content update** : Incorporating modern topics . counseling-such as emotional intelligence and e • **Enhance practical application** : Add workshops, . simulated guidance sessions, and field visits • **Improving teaching** : Adopting interactive . education and digital technology • **Evaluation development** : Diversify methods . between tests, projects, and practical assessment	**Curriculum development plan**

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Course Description Form

1.Course Name: Grammar 3rd year
2.Course Code: HEED93122
3.Semester / Year: 2025-2026
4.Description Preparation Date: 10/2/2026
5. Available Attendance Forms: Class lectures
6. Number of Credit Hours (Total) / Number of Units (Total): 3 hours / 5 Units
7. Course administrator's name (mention all, if more than one name)
Name: Assistant professor: Asim Abdelaziz Abdalla Email:yaminasim123@gmail.com
8. Course Objectives

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Course Objectives	The course tries develop and raise the standards of students in writing and speaking so that they achieve good communication.with others through the usage of a better grammar This course is designed to help students meet three objectives: 1. To understand English grammar and to develop the ability to further your knowledge of English grammar by self-study after the course is over. 2. To acquire knowledge about the types of grammatical problems that ESL/EFL learners with different native languages tend to have. 3. Based on current second language acquisition (SLA) research findings and grammar teaching approaches /methodologies/techniques, to learn how to effectively teach English grammar to ESL/EFL learners. To meet the first two criteria, the course covers a variety of grammar topics, with a focus on those aspects of English grammar that are known to be
	particularly challenging to ESL/EFL learners.

9. Teaching and Learning Strategies

Strategy	• The standard method (giving lectures). • The text method. • Brainstorming method. • Some modern strategies.

10. Course Structure

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

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October 1	2		Elements of grammar 1. Sentence elements	Standard method	Class performance and exams
October 2	2		Elements of grammar 1. Sentence elements	Standard method & Brainstorming method	Class performance and exams
October 3	2		Elements of grammar 1. Sentence elements	Standard method & text method	Class performance and exams
October 4	2		2. Parts of speech	Standard method & text method	Class performance and exams
November1	2		2. Parts of speech	Standard method & text method	Class performance and exams
November 2	2		3. Stative and dynamic	Standard method	Class performance and exams
November 3	2		4. Pro-forms	Standard method	Class performance and exams
November 4	2		5. Question	Standard method	Class performance and exams
December 1	2		6. Negation	Standard method & text method	Class performance and exams
December2	2		Verbs and the Verb Phrase 1. Regular verbs and the	Standard method	Class performance and exams

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			inflectional rules		
December 3			2. Irregular verbs	Standard method & text method	Class performance and exams
December 4	2		3. Auxiliaries	Standard method & text method	Class performance and exams
January 1	2		4. Tense , Aspect and Mood	Text method & deductive method	Class performance and exams
January 2	2		· Nouns , pronouns, and the basic Noun Phrase	Standard method & text method	Class performance and exams
January 3	2		1.Noun classes	Standard method	Class performance and exams
January 4	2		1.Noun classes	Standard method	Class performance and exams
February 1	2		Exercises	Standard method	Class performance and exams
February 2	2		2. Determiners 7. Pronouns	Deductive method & Text method	Class performance and exams
March 1	2		3.Refrence and the Articles	Deductive method & Text method	Class performance and exams
March 2	2		3.Refrence and the Articles	Standard method	Class performance and exams
March 3	2		4. Number	Standard method & text method	Class performance and exams

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March 4	2		5. Gender	Standard method & text method	Class performance and exams
April 1	2		6. The Genitive	Standard method & text method	Class performance and exams
April 2	2		6. The Genitive	Standard method	Class performance and exams
April 3	2		7. Pronouns	Standard method	Class performance and exams
April 4	2		7. Pronouns	Standard method	Class performance and exams
May 1	2		Exercises	Standard method & text method	Class performance and exams
May 2	2		Exercises	Solving problems method	----------
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 1st and 2nd Courses: 50
Final Exam: 50
Final Grade: 100

12. Learning and Teaching Sources

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Required textbooks (curricular books, if any)	Randolph Quirk, **A University Grammar of English**
Main references (sources)	Advanced English Grammar The Superior English Grammar Guide Packed With Easy to Understand Examples, Practice Exercises and Brain Challenges **By <u>Wendy Wilson</u>**
Recommended books and references (scientific journal, reports	
Electronic References, Websites	https://bookauthority.org/books/best-english-grammar-
	books .

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Course Description Form

1. Course Name:	Romantic and Victorian Poetry / Third Year
2. Course Code:	HEED93127
3. Semester:	2025-2026 Yearly
4. Description Preparation Date:	2025 \ 10 \ 1
5. Available Attendance Forms:	In-person \ Sessions
6. Number of Credit Hours (Total) / Number of Units (Total)	60 annual hours. 4 credit units
7. Course Administrator's Name:	Name: Department of English / College of Education Email: Saif_Thamer@hilla-unc.edu.iq

8. Course Objectives

Course Objectives	• **Cognitive Objectives** Provide students with a deep knowledge of English poetry of the late eighteenth and nineteenth centuries, covering the Romantic and Victorian periods, while enriching their understanding of the intellectual atmosphere of those eras. • **Skill-based Objectives** – To develop students' analytical and critical abilities through the close reading of Romantic and Victorian poems. – To enhance students' knowledge of the language of poetry in particular and of the English language in general. – To enable students to compare and contrast literary movements, themes, and poetic styles across the two periods.

9. Teaching Methods

Teaching Method	– Lecture and close reading of poems – Group discussion and seminar-style analysis – Audiovisual context (historical and literary documentaries) – Comparative literary analysis

10. Weekly Course Plan — First Semester (Romantic Poetry)

No.	Hours	Learning Outcomes	Topic / Poem	Teaching Method	Activities
1st week	2	*Students identify the transitional features of pre-Romantic poetry through Gray's Elegy.*	**Thomas Gray: "Elegy Written in a Country Churchyard"**	Lecture + Close Reading	Do exercises and reading activities
2nd week	2	*Students understand the historical and literary*	**Introduction to Romanticism:**	Lecture + Discussion	Do exercises and reading activities

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		context of the Romantic period.	**Influences, Themes & Characteristics**		
3rd week	2	*Students analyze the symbolism of innocence in Blake's poetry.*	**William Blake: Songs of Innocence (selected poems)**	Close Reading + Group Discussion	Do exercises and reading activities
4th week	2	*Students compare the themes of innocence and experience in Blake's work.*	**William Blake: Songs of Experience (selected poems)**	Comparative Analysis	Do exercises and reading activities
5th week	2	*Students interpret the themes of solitude and nature in Wordsworth.*	**William Wordsworth: "The Solitary Reaper"**	Lecture + Discussion	Do exercises and reading activities
6th week	2	*Students analyze the tension between nature and modern society.*	**William Wordsworth: "The World Is Too Much with Us"**	Seminar Discussion	Do exercises and reading activities
7th week	**2**		**Monthly Exam (1st)**		Written Exam
8th week	2	*Students explore the supernatural and imagination in Coleridge's verse.*	**Coleridge: "Kubla Khan"**	Lecture + Audiovisual	Do exercises and reading activities
9th week	2	*Students analyze meditative and personal reflection in Romantic poetry.*	**Coleridge: "Frost at Midnight"**	Close Reading + Discussion	Do exercises and reading activities
10th week	2	*Students examine the themes of nature, change, and political idealism in Shelley.*	**P. B. Shelley: "Ode to the West Wind"**	Lecture + Close Reading	Do exercises and reading activities
11th week	2	*Students interpret sensory imagery and the longing for beauty in Keats.*	**John Keats: "Ode to a Nightingale"**	Close Reading + Discussion	Do exercises and reading activities
12th week	2	*Students analyze the themes of romance, death, and the supernatural in Keats.*	**John Keats: "La Belle Dame Sans Merci"**	Group Discussion	Do exercises and reading activities
13th week	2	*Students examine themes of mortality and personal reflection in Byron.*	**Lord Byron: "In This Day I Complete My 36th Year"**	Lecture + Discussion	Do exercises and reading activities
14th week	2	*Students compare the major Romantic poets and their stylistic features.*	**Review: Major Romantic Poets and Themes**	Seminar + Comparative Analysis	Do exercises and reading activities
15th week	2	*Students demonstrate comprehension of first-semester content.*	**Revision and Seminar Discussion**	Q&A + Group Review	Revision exercises and past questions

10. Weekly Course Plan — Second Semester (Victorian Poetry)

No.	Hours	Learning Outcomes	Topic / Poem	Teaching Method	Activities
1st week	2	*Students understand the social, political, and religious context of the Victorian era.*	**Introduction to Victorian Poetry: Context & Characteristics**	Lecture + Audiovisual	Do exercises and reading activities
2nd week	2	*Students analyze the theme of heroism, aging, and determination in Tennyson.*	**A. L. Tennyson: "Ulysses"**	Lecture + Close Reading	Do exercises and reading activities
3rd	2	*Students explore faith,*	**A. L. Tennyson:**	Close Reading +	Do exercises and

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week		*doubt, and acceptance in Tennyson's late poem.*	**"Crossing the Bar"**	Discussion	reading activities
4th week	2	*Students analyze dramatic monologue as a poetic form in Browning.*	**Robert Browning: "My Last Duchess"**	Lecture + Close Reading	Do exercises and reading activities
5th week	2	*Students examine the themes of faith, uncertainty, and the Victorian crisis.*	**Matthew Arnold: "Dover Beach"**	Seminar Discussion	Do exercises and reading activities
6th week	2	*Students evaluate the theme of social injustice and child labour in Victorian society.*	**E. B. Browning: "The Cry of the Children"**	Close Reading + Group Discussion	Do exercises and reading activities
7th week	**2**		**Monthly Exam (2nd)**		Written Exam
8th week	2	*Students interpret the themes of love, beauty, and celebration in Rossetti's poem.*	**Christina Rossetti: "A Birthday"**	Lecture + Discussion	Do exercises and reading activities
9th week	2	*Students analyze the socialist ideals and visionary hope in Morris's verse.*	**William Morris: "The Day Is Coming"**	Close Reading + Discussion	Do exercises and reading activities
10th week	2	*Students compare the treatment of social themes across Victorian poets.*	**Comparative Study: Social Themes in Victorian Poetry**	Seminar + Comparative Analysis	Do exercises and reading activities
11th week	2	*Students evaluate the use of dramatic monologue and persona in Victorian poems.*	**Dramatic Monologue and Poetic Persona**	Group Discussion + Analysis	Do exercises and reading activities
12th week	2	*Students assess the role of nature and religion in Victorian verse.*	**Nature, Religion & Doubt in Victorian Poetry**	Lecture + Discussion	Do exercises and reading activities
13th week	2	*Students compare Romantic and Victorian treatments of love and nature.*	**Romantic vs. Victorian: A Comparative Overview**	Comparative Seminar	Do exercises and reading activities
14th week	2	*Students demonstrate the ability to write a critical analysis of a given poem.*	**Critical Writing Workshop: Poem Analysis**	Workshop + Peer Review	Written analysis exercise
15th week	2	*Students demonstrate overall comprehension of the full-year course content.*	**Final Revision and General Discussion**	Q&A + Group Review	Revision exercises and past questions

11. Course Evaluation

Component	Marks
Two Monthly Tests (15 marks each)	30 marks
Final Examination	60 marks
Attendance and Participation	10 marks
Total	**100 marks**

The total grade (100 marks) is distributed as follows: Two monthly tests (15 for each) + 60 marks for the final

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exam + 10 marks for attendance and participation.

12. Learning and Teaching Resources	
Required Textbooks	1. James Reeves (ed.) — The Poets World 2. Dhea Al-Jubori and Amy Sequira — Victorian Poetry
Recommended Books & References	1. The Norton Anthology of English Literature, Vol. II 2. E. K. Brown and J. O. Bailey (ed.) — Victorian Poetry
Electronic References & Websites	– www.poetryfoundation.org – www.bl.uk (British Library — Romantic & Victorian Collections)

13. Course Development Plan	
Updating Scientific Content	– Focusing on topics relevant to students' literary and cultural environment. – Motivating students toward self-directed literary research. – Incorporating practical and applied textual analysis exercises.

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Fourth Stage Courses

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Course Description Form

1. Course Name:
Modern Novel
2. Course Code:
HEED94131
3. Semester:
٢٠٢٦-٢٠٢٥ Yearly
4. Description Preparation Date:
١٠-٣-2027
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	• **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.

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	• **Program-Specific Skills Objectives:** 1- Develop critical analysis and literary interpretation skills by studying symbolism and themes in Lord of the Flies. 2- Enhance the ability to write academic critical essays on the novel using arguments supported by textual evidence.

9. Teaching and Learning Strategies

Strategy	
	Teaching and Learning Strategies • **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 *Lord of the Flies* with other literary works that explore similar themes, such as *Animal Farm* or *Heart of Darkness*. • **Role-Playing and Simulation:** Reenacting key scenes from the novel to understand character interactions and their impact.

10. Course Structure

First semester:

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

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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	• Explanation of the writer's life	Theoretical and practical application	Weekly and oral test
Third week	3	Knowledge of theoretical and practical aspects	• 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	• 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	• The third chapter of the novel The Lord of the Flies	Theoretical and practical application	Weekly and oral test
seventh week	3		Monthly exam		Written exam

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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	3	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					

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No.	Hours	Required Learr	Unit or subject name	Learning method	Evaluation
		Outcomes			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	• Chapter VII of The Lord of Flies	Theoretical and practical application	Weekly and oral test
Third week	3	/	• Application of students in schools	Theoretical and practical application	
Fourth week	3	/	• Application of students in schools	/	
Fifth weeks	3	/	Application of students in schools	/	
Sixth week	3	/	• Application of students in schools	/	

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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)

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Attendance and discipline (10 marks) Final exam (60 marks)	
١٢ 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	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. 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

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	lead debates. 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:

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	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.

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Course Description Form

1. Course Name:
Advanced Listening and Speaking / Fourth Year
2. Course Code:
HEED94103
3. Semester:
2025-2026 Yearly
4. Description Preparation Date:
2026 \ 2 \ 15
5. Available Attendance Forms:
In-person \ Sessions
6. Number of Credit Hours (Total) / Number of Units (Total)
90 annual hours. 3 study units
7. Course administrator's name (mention all, if more than one name)
Name: Asst. Lect. Ahmed Mahmood Jassim Email: jasimmahmed7@gmail.com
8. Course Objectives

Course Objectives	• **Cognitive Objectives** Help students to develop listening ans speaking skills.

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	• **Skill-based Objectives** - To train students effectively develop their listening and speaking skills through lessons and exercises included in the syllabus. - To speak effectively about different topics in different contexts.

9. Teaching and Learning Strategies	
Strategy	• Learning in groups (group work) • Discussion • Audiovisual Context

10. Course Structure

First semester:

week	Hours	Required Learning Outcomes	Unit/Subject	Learning Method	Evaluation Method
1st week	2	Students demonstrate the ability to understand extended spoken discourse in academic contexts.	Academic Listening Skills	Screen display + discussion	Do practices and exercises in the lessons
2nd week	2	Students identify main ideas and supporting details in academic lectures.	Note-Taking Strategies		Do practices and exercises in the lessons
3rd week	2	Students apply effective note-taking strategies while listening to lectures.	Understanding Main Ideas and Details		Do practices and exercises in the lessons

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4th week	2	Students interpret speakers' intentions, attitudes, and tone.	Critical Listening		Do practices and exercises in the lessons
5th week	2	Students analyze different viewpoints presented in spoken discussions.	Interpreting Speakers' Attitudes		Do practices and exercises in the lessons
6th week	2	Students respond appropriately in academic discussions.	Academic Discussions		Do practices and exercises in the lessons
7th week	2		Monthly Exam		Written exam
8th week	2	Students evaluate arguments presented in lectures or debates.	Expressing and Supporting Opinions		Do practices and exercises in the lessons
9th week	2	Students express opinions clearly and support them with logical reasons.	Debates and Argumentation		Do practice and exercis in the lesso
10th week	2	Students participate actively in structured group discussions.	Media and Communication		Do practi and exer in the les
11th week	2	Students demonstrate critical listening skills when analyzing spoken texts.	Cultural Perspectives		Do prac and exe in the le

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12th week	2	Students compare different perspectives on contemporary issues.	Global Issues		Do practices and exercises in the lessons
13th week	2	Students understand complex spoken instructions and explanations.	Education Systems		Do practices and exercises in the lessons
14th week	2	Students respond to questions and comments in academic conversations.	Technology and Society		Do practices and exercises in the lessons
15th week	2	Students demonstrate improved listening comprehension through practical tasks.	Seminar Participation		Do practices and exercises in the lessons

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Second Semester :					
Week	**Hours**	**Required Learning Outcomes**	**Unit/Subject**	**Learning Method**	**Evaluation Method**
1st week	2	Students analyze spoken information related to global and social issues.	Environmental Challenges	Screen display + discussion	Do practices and exercises in the lessons
2nd week	2	Students engage in discussions about cultural and societal topics.	Social Problems		Do practices and exercises in the lessons
3rd week	2	Students organize ideas effectively during spoken interactions.	Leadership and Influence		Do practices and exercises in the lessons
4th week	2	Students deliver short oral presentations on academic topics.	Public Speaking Skills		Do practices and exercises in the lessons
5th week	2	Students support arguments using relevant examples and explanations.	Academic Presentations		Do practices and exercises in the lessons
6th week	2	Students demonstrate persuasive speaking skills in debates.	Persuasive Speaking		Do practices and exercises in the lessons

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7th week	2		Monthly Exam		Written exam
8th week	2	Students practice professional communication in simulated situations.	Interview Skills		Do practices and exercises in the lessons
9th week	2	Students evaluate information presented in interviews and discussions.	Professional Communication		Do practices and exercises in the lessons
10th week	2	Students discuss research-related topics in academic settings.	Research Discussions		Do practices and exercises in the lessons
11th week	2	Students interpret complex spoken messages in lectures and presentations.	Analyzing Lectures		Do practices and exercises in the lessons
12th week	2	Students present ideas confidently in group presentations.	Group Presentations		Do practices and exercises in the lessons
13th week	2	Students analyze cultural differences in communication and respond appropriately in cross-cultural discussions.	Intercultural Communication		Do practices and exercise in the lesson
14th week	2	Students participate effectively in academic panel discussions and respond to multiple viewpoints.	Academic Panel Discussions		Do practice and exercis in the lesso
15th week	2	Students demonstrate effective communication in online and digital academic environments.	Digital Communication and Online Interaction		Do practic and exerci in the less

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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 the attendants and participation.	
12 Learning and Teaching Resources	
• **Required textbooks (methodology, if any)**	
Key references (sources)	**Advanced listening and speaking book**
Recommended books and references (scientific journals, reports...)	
Electronic references, websites	
Course Development Plan	• Updating scientific content : - Focusing on topics that are related to the students' environment. - Motivate students on self-directed learning. - practical and applied training.

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Course Description Form

Item	Description
Course Name	The Study of Language – Stage:4
Course Code	HEED94130
Semester / Academic Year	2025–2026
Description Preparation Date	10 / 2 / 2026
Available Attendance Forms	Class Lectures
Credit Hours / Units	3 Credit Hours / 5 Units
Course Administrator	Assistant Professor: Asim Abdelaziz Abdalla
Email	yaminasim123@gmail.com

Course Description

Section	Details
Course Description	This course introduces students to the basic concepts of linguistics and the scientific study of language. It explores how language works, how it is structured, and how it is used in communication.
Objective 1	To provide students with a general understanding of the nature and functions of human language.
Objective 2	To introduce the main branches of linguistics such as phonetics, phonology, morphology, syntax, semantics, and pragmatics.
Objective 3	To help students understand how language is acquired, processed, and used in different social and cultural contexts.
Objective 4	To develop students' analytical skills in examining language structures and linguistic phenomena.

Teaching Methods

No.	Teaching Method
1	Standard Method (Lecturing).
2	Text-based Discussion.
3	Brainstorming.
4	Group Discussion.
5	Modern Teaching Strategies.

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Course Timetable

Month	Week	Hours	Topic	Teaching Method	Evaluation
October	1	2	The Origins of Language	Standard Method	Class performance & exams
October	2	2	Animals and Human Language	Lecture & Discussion	Class performance & exams
October	3	2	The Development of Writing	Lecture & Text Method	Class performance & exams
October	4	2	The Sounds of Language (Phonetics)	Lecture & Practice	Class performance & exams
November	1	2	The Sound Patterns of Language (Phonology)	Lecture	Class performance & exams
November	2	2	Word Formation (Morphology)	Lecture & Exercises	Class performance & exams
November	3	2	Morphology – Word Structure	Lecture	Class performance & exams
November	4	2	Syntax – Sentence Structure	Lecture	Class performance & exams
December	1	2	Syntax – Phrase Structure	Lecture & Exercises	Class performance & exams
December	2	2	Semantics – Meaning in Language	Lecture	Class performance & exams
December	3	2	Pragmatics – Meaning in Context	Lecture & Discussion	Class performance & exams
December	4	2	Discourse Analysis	Lecture	Class performance & exams

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Month	Week	Hours	Topic	Teaching Method	Evaluation
January	1	2	Language and the Brain	Lecture	Class performance & exams
January	2	2	First Language Acquisition	Lecture	Class performance & exams
January	3	2	Second Language Acquisition	Lecture & Discussion	Class performance & exams
January	4	2	Language and Society	Lecture	Class performance & exams
February	1	2	Language Varieties and Dialects	Lecture	Class performance & exams
February	2	2	Language and Culture	Lecture & Discussion	Class performance & exams
March	1	2	Language Change	Lecture	Class performance & exams
March	2	2	Historical Linguistics	Lecture	Class performance & exams
March	3	2	Regional and Social Dialects	Lecture	Class performance & exams
March	4	2	Bilingualism and Multilingualism	Lecture	Class performance & exams
April	1	2	Language and Identity	Lecture	Class performance & exams
April	2	2	Language and Gender	Lecture	Class performance & exams
April	3	2	Language and Technology	Lecture	Class performance &

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Month	Week	Hours	Topic	Teaching Method	Evaluation
					exams
April	4	2	Review and Exercises	Discussion	Class performance & exams
May	1	2	Exercises and Revision	Practice	Class performance & exams
May	2	2	Problem Solving Activities	Problem-Solving Method	—
May	3–4	—	Final Exams	—	—

Course Evaluation

Component	Marks
First Course Monthly Exam.	20
First Course Homework.	5
First Course Total.	25
Second Course Monthly Exam.	20
Second Course Homework.	5
Second Course Total.	25
Coursework Total.	50
Final Exam.	50
Final Grade	**100**

Learning and Teaching Sources

Type	Source
Required Textbook	The Study of Language by George Yule.
Main References	Introduction to Linguistics.
Recommended Books	Linguistics: An Introduction to Language and Communication.
Electronic References	Linguistics learning websites and academic resources.

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Course Description Form
Modern Drama — Fourth Year

1. Course Name	Modern and Contemporary Theatre / Fourth Year
2. Course Code	HEED94132
3. Semester / Year	2025–2026 (Yearly)
4. Description Preparation Date	1 / 10 / 2025
5. Available Attendance Forms	In-person / Weekly Sessions
6. Credit Hours / Units (Total)	90 hours — 3 hours per week
7. Course Administrator	Name: Asst. Lect. Saif Thamer Kadhim Email: Saif_Thamer@hilla-unc.edu.iq

8. Course Objectives

Course Objectives

- **Cognitive Objectives**

Introduce students to the key features, movements, and figures of modern and contemporary theatre, and situate the major plays within their historical, political, cultural, and social contexts.

- **Skill-based Objectives**

– To develop students' ability to read, analyse, and critically interpret dramatic literary texts.

– To use the English language effectively through reading and discussing theatrical scripts.

– To enrich students' vocabulary and idiomatic expressions encountered in dramatic texts.

– To strengthen students' language skills through reading, discussion, and written response.

– To develop students' competence in writing analytical essays on theatrical texts.

9. Teaching and Learning Strategies

Teaching Strategy

– Lecture method using the interactive whiteboard and PowerPoint presentations.

– Explanation and textual clarification with close reading of selected scenes.

– Providing supplementary materials related to critical thinking and literary analysis.

– Forming discussion groups during lectures to analyse characters, moral lessons, and key quotations.

– Posing reflective questions (what / how / when) on specific topics to promote analytical thinking.

– Assigning homework tasks that require causal reasoning and personal interpretation.

– Using audiovisual aids: screening documentary/film excerpts, listening activities, and PowerPoint slides.

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10. Weekly Course Plan — First Semester (Arms and the Man — Bernard Shaw)

Week	Hours	Learning Outcomes	Topic / Unit	Teaching Method	Assessment
Week 1	3	Students define core theatrical terminology and understand foundational drama concepts.	Introduction: Definitions of Theatrical Terms	Lecture + Interactive Board	Daily test + oral quiz
Week 2	3	Students understand the social and cultural context of nineteenth-century theatre.	Introduction to 19th-Century Theatre	Lecture + Interactive Board	Daily test + oral quiz
Week 3	3	Students identify and explain the key elements and characteristics of drama as a literary genre.	Elements and Characteristics of Drama	Group Discussion + Lecture	Daily test + oral quiz
Week 4	3	Students trace the development of English and Irish theatre and its distinguishing features.	Introduction to English and Irish Theatre	Lecture + Practice	Daily test + oral quiz
Week 5	3	Students analyse the life of Bernard Shaw, his literary career, and major dramatic works.	Bernard Shaw: Life and Works	Lecture + Audiovisual	Daily test + oral quiz
Week 6	3	Students identify and analyse the main characters of Arms and the Man and their dramatic roles.	Arms and the Man: Characters	Close Reading + Discussion	Daily test + oral quiz
Week 7	3	Students summarise the play's main plot and analyse the structure of its key scenes.	Arms and the Man: Summary and Main Plot	Group Discussion + Lecture	Daily test + oral quiz
Week 8	**3**	**Students demonstrate comprehension of all first-semester material covered so far.**	**Review + Monthly Exam**	**Revision + Q&A**	**Written Monthly Exam**
Week 9	3	Students analyse dramatic action, setting, and character interactions in Act I.	Arms and the Man — Act I	Close Reading + Discussion	Daily test + oral quiz
Week 10	3	Students trace the development of conflict and character motivations in Act II.	Arms and the Man — Act II	Close Reading + Discussion	Daily test + oral quiz
Week 11	3	Students evaluate the resolution and thematic conclusions presented in Act III.	Arms and the Man — Act III	Close Reading + Discussion	Daily test + oral quiz
Week 12	3	Students identify and analyse the major themes of Arms and the Man (war, romance, class).	Themes of Arms and the Man	Seminar + Comparative Analysis	Daily test + oral quiz
Week 13	3	Students interpret the symbolic elements and their thematic significance in the play.	Symbols in Arms and the Man	Seminar + Comparative Analysis	Daily test + oral quiz
Week 14	3	Students analyse and contextualise key quotations and their	Key Quotations from Arms and the Man (Part I)	Workshop + Peer Review	Daily test + oral quiz

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		rhetorical function in the play.			
Week 15	3	Students demonstrate the ability to discuss and write critically about selected quotations.	Key Quotations from Arms and the Man (Part II)	Workshop + Peer Review	Daily test + oral quiz
Mid-Year Holiday					
Week 16	—	—	**Mid-Year Holiday**	—	—
Week 17	—	—	**Mid-Year Holiday**	—	—

10. Weekly Course Plan — Second Semester (Waiting for Godot — Samuel Beckett)

Week	Hours	Learning Outcomes	Topic / Unit	Teaching Method	Assessment
Week 18	3	Students understand the social, political, and artistic context of 20th-century theatre.	Introduction to 20th-Century Theatre	Lecture + Interactive Board	Daily test + oral quiz
Week 19	3	Students identify the characteristics, themes, and major playwrights of the Theatre of the Absurd.	Theatre of the Absurd: Features, Themes and Key Figures	Lecture + Audiovisual	Daily test + oral quiz
Week 20	3	Students analyse Samuel Beckett's biography, his dramatic style, and literary achievements.	Samuel Beckett: Life, Style and Achievements	Lecture + Interactive Board	Daily test + oral quiz
Week 21	3	Students identify the characters and summarise the plot structure of Waiting for Godot.	Waiting for Godot: Characters and Plot Summary	Group Discussion + Lecture	Daily test + oral quiz
Week 22	3	Students analyse dialogue, stagecraft, and absurdist technique in Act I.	Waiting for Godot — Act I	Close Reading + Discussion	Daily test + oral quiz
Week 23	3	Students evaluate the repetition, circularity, and thematic development in Act II.	Waiting for Godot — Act II	Close Reading + Discussion	Daily test + oral quiz
Week 24	**3**	**Students demonstrate comprehension of second-semester material.**	**Semester Review + Monthly Exam**	**Revision + Q&A**	**Written Monthly Exam**
Week 25	3	Students identify and analyse the major themes of Waiting for Godot (existentialism, waiting, meaninglessness).	Themes of Waiting for Godot	Seminar + Comparative Analysis	Daily test + oral quiz
Week 26	3	Students interpret the symbolic dimensions of the play and link them to its thematic concerns.	Symbols in Waiting for Godot	Seminar + Comparative Analysis	Daily test + oral quiz
Week 27	3	Students analyse selected quotations and explain their significance within the absurdist framework.	Key Quotations from Waiting for Godot (Part I)	Workshop + Peer Review	Daily test + oral quiz
Week 28	3	Students demonstrate critical writing ability by	Key Quotations from Waiting for Godot	Workshop + Peer Review	Daily test + oral quiz

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		discussing and contextualising further key quotations.	(Part II)		
Week 29	3	Students revise and consolidate all course content in preparation for the final examination.	Final Semester Review	Revision + Q&A + Group Discussion	Revision exercises and past questions
Week 30	**3**	**Students demonstrate overall mastery of the full-year course content.**	**Final Examination**	—	**Written Final Exam (60 marks)**

11. Course Evaluation

Component	Marks
First Semester (Total: 20 marks)	
Daily Preparation and Daily Oral Exams	5 marks
Reports and Written Daily Tests	5 marks
Monthly Examination (First Semester)	10 marks
Second Semester (Total: 20 marks)	
Daily Preparation and Daily Oral Exams	5 marks
Reports and Written Daily Tests	5 marks
Monthly Examination (Second Semester)	10 marks
Final Examination	**60 marks**
TOTAL	**100 marks**

The total grade (100 marks) is distributed as follows: two monthly exams (10 marks each) + daily preparation and tests (10 marks each semester) + final written examination (60 marks).

12. Learning and Teaching Resources

Required Textbooks	1. G. B. Shaw — Arms and the Man 2. Samuel Beckett — Waiting for Godot
Key References	1. R. J. Kaufmann (ed.) — G. B. Shaw: A Collection of Critical Essays 2. Martin Esslin — The Theatre of the Absurd 3. Encyclopedia Britannica 4. David Staples (ed.) — Modern Theatres 1950–2020
Recommended Books & References	1. The Cambridge Anthology of English Literature
Electronic References & Websites	1. www.sparknotes.com 2. https://www.cliffsnotes.com/literature 3. www.shmoop.com

13. Course Development Plan

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Updating Scientific Content	– Focusing on topics and dramatic works relevant to students' cultural and literary environment. – Motivating students toward self-directed literary research and independent critical reading. – Incorporating practical analytical writing exercises (essays, character studies, thematic analyses). – Regularly reviewing and updating the list of recommended digital and print resources.

جامعة الحلة - كلية التربية
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Course Description Form

4

1. Course Name: Modern Poetry

2. Course Code: HEED94133

3. Semester / Year: Year

4. Description Preparation Date: 1/6/2026

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

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

10. Course Structure

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

		W.B. Yeats- "The Second Coming"			
3-4	4	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

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

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 Twentie Century Poets
Main references (sources)	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 Introductic by Michael Schmidt provides comprehensive overview of mode poetry's themes, techniques, and ma poets.
Electronic References, Websites	JSTOR

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Course Description Form

1. Course Name:
Testing and assessment / Fourth Stage
2. Course Code:
HEED94135
3. Semester / Year:
Yearly
4. Description Preparation Date:
2025/2026
5. Available Attendance Forms:
Obligatory
6. Number of Credit Hours (Total) / Number of Units (Total)
2 hours a week , 60 house a year
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	• Enabling students to evaluate their students scientifically • Creating scientific tests for students

9. Teaching and Learning Strategies	
Strategy 1-	By the end of this course, students are expected to be able to:
1. K1: of testing,	Knowledge and Understanding Distinguish between the fundamental differences between the concepts measurement, assessment, and evaluation.

K2: Explain the basic psychometric properties of assessment tools, primarily validity and reliability.

K3: Identify the principles of designing language tests (objective and essay) that align with student levels and curriculum objectives.

2. Intellectual Skills

I1: Analyze existing tests and various assessment tools to critique them and identify their strengths and weaknesses.

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I2: Evaluate the suitability of a particular assessment tool (such as a multiple-choice test or a performance task) for measuring a specific language skill.

I3: Compare traditional and alternative assessment methods and select the most appropriate one based on the educational context. 3. Practical & Professional Skills
P1: Design a table of specifications for a comprehensive language test.

P2: Develop diverse assessment tools, including achievement tests, writing tasks, and rubrics to evaluate speaking and writing skills.

P3: Utilize simple technological programs or tools (such as Google Forms or results analysis software) in the assessment process.

4. General & Transferable Skills
G1: Communicate effectively, both in writing and orally, when providing constructive feedback to learners based on assessment results.

G2: Work as part of a team to prepare a comprehensive assessment portfolio for a virtual language course.

2- G3: Observe professional ethics in the assessment process, including fairness, transparency, and addressing issues of cheating.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2	Knowledge of the theoretical aspects of the subject matter	Principles of assessment	Practical and theoretical	Daily oral testing
2	2	Knowledge of the theoretical aspects of the subject matter	Principles of assessment	Practical and theoretical	Daily oral testing
3	2	Knowledge of the theoretical aspects of the subject matter	Principles of assessment	Practical and theoretical	Daily oral testing
4	2	Knowledge of the theoretical aspects of the subject matter	Principles of assessment	Practical and theoretical	Daily oral testing
5	2	Knowledge of the theoretical aspects of	Characteristics of a assessment	Practical and theoretical	Daily oral testing

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		the subject matter			
6	2	Knowledge of the theoretical aspects of the subject matter	Characteristics of a assessment	Practical and theoretical	Daily oral testing
7	2	Knowledge of the theoretical aspects of the subject matter	Characteristics of a assessment	Practical and theoretical	Daily oral testing
8	2	Knowledge of the theoretical aspects of the subject matter	Approaches of assessment	Practical and theoretical	Daily oral testing
9	2	Knowledge of the theoretical aspects of the subject matter	Approaches of assessment	Practical and theoretical	Daily oral testing
10	2	Knowledge of the theoretical aspects of the subject matter	Approaches of assessment	Practical and theoretical	Daily oral testing
11	2	Knowledge of the theoretical aspects of the subject matter	Approaches of assessment	Practical and theoretical	Daily oral testing
12	2	Knowledge of the theoretical aspects of the subject matter	Test design	Practical and theoretical	Daily oral testing
13	2	Knowledge of the theoretical aspects of the subject matter	Test design	Practical and theoretical	Daily oral testing
14	2	Knowledge of the theoretical aspects of the subject matter	Test design	Practical and theoretical	Daily oral testing
15	2	Knowledge of the theoretical aspects of the subject matter	Exam	Practical and theoretical	Daily oral testing
16	2	Knowledge of the theoretical aspects of the subject matter	Test construction and administration	Practical and theoretical	Daily oral testing
17	2	Knowledge of the theoretical aspects of the subject matter	Test construction and administration	Practical and theoretical	Daily oral testing

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18	2	Knowledge of the theoretical aspects of the subject matter	Test construction and administration	Practical and theoretical	Daily oral testing
19	2	Knowledge of the theoretical aspects of the subject matter	Test construction and administration	Practical and theoretical	Daily oral testing
20	2	Students practice in schools			
21	2	Students practice in schools			
22	2	Students practice in schools			
23	2	Students practice in schools			
24	2	Students practice in schools			
25	2	Students practice in schools			
26	2	Knowledge of the theoretical aspects of the subject matter	Testing writing	Practical and theoretical	Daily oral testing
27	2	Knowledge of the theoretical aspects of the subject matter	Testing writing	Practical and theoretical	Daily oral testing
28	2	Knowledge of the theoretical aspects of the subject matter	Testing writing	Practical and theoretical	Daily oral testing
29	2	Knowledge of the theoretical aspects of the subject matter	Testing speaking	Practical and theoretical	Daily oral testing
30	2	Knowledge of the theoretical aspects of the subject matter	Exam	Practical and theoretical	Daily oral testing

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)	**Teachers' guide of testing and assessment**
Main references (sources)	**Assessment and evaluation in**

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	English language
Recommended books and references (scientific journals, reports…)	**All testing and assessment references**
Electronic References, Websites	**Any website related to testing a assessment**

جامعة الحلة - كلية التربية

تم المسح الضوئي بـ CamScanner

1.Course Name: Contemporary Grammar of English/ Fourth Class

2.Course Code: HEED94122

3.Semester / Year: 2025-2026

4.Description Preparation Date: 31/3/2026

5. Available Attendance Forms: Class lectures

6. Number of Credit Hours (Total) / Number of Units (Total): 180 hours, 3 credits / 4 chapters

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

Name: Assist.Prof. Dr. Mozzammil Ahmed
Email: mozzammil94@gmail.com

8. Course Objectives

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.....

Course Objectives	1- Introducing students the subject of grammar and its basics, as it is considered the basis for the formation of English words and sentences. 2-Helping students to compose and deconstruct sentences 3- Overcoming the obstacles students face in constructing and deconstructing sentences 4-Helping students know the elements and types of sentences.

9. Teaching and Learning Strategies

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Strategy	• The standard method (giving lectures). • The text method. • E-learning method using PowerPoint. • Method of questioning and discussion • Brainstorming method • Deductive method

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
October 1	3		Introduction	Standard method	Class performance and exams
October 2	3		Simple Sentence	Standard method & Brainstorming method	Class performance and exams
October 3	3		Compound Sentence	Standard method & text method	Class performance and exams
October 4	3		Compound Sentence	Standard method & text method	Class performance and exams
November 1	3		Sentence Structure	Standard method & text method	Class performance and exams
November 2	3		Pattern Sentence	Standard method	Class performance and exams
November 3	3		Pattern Sentence	Standard method	Class performance and exams
November 4	3		Monthly Exam	Standard method	Class performance and exams
December 1	3		Types of Sentence	Standard method & text method	Class performance and exams
December 2			Relations between Sentences Components	Standard method	Class performance and exams
December 3			Coordinated elements in the sentence	Standard method & text method	Class performance and exams

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December 4			Aderbials	Standard method & text method	Class performance and exams
January 1			Types of Adverbs	Text method & deductive method	Class performance and exams
January 2			The Sentence: Types, Word Order, Common Mistakes	Standard method & text method	Class performance and exams
January 3			The Vocative Sentence	Standard method	Class performance and exams
January 4			Exercises	Standard method	Class performance and exams
February 1			Negation	Standard method	Class performance and exams
February 2			Assertive- Non Assertive forms	Deductive method & Text method	Class performance and exams
March 1			Tag Question	Deductive method & Text method	Class performance and exams
March 2			Solving Exercises	Standard method	Class performance and exams
March 3			Command Sentences	Standard method & text method	Class performance and exams
March 4			Exclamatory sentence	Standard method & text method	Class performance and exams
April 1	2		Complex Sentence	Standard method & text method	Class performance and exams
April 2	2		Theoretical and practical examinations	Standard method	Class performance and exams
April 3	2		Main Clause	Standard method	Class performance and exams
April 4	2		Subordinate Clauses	Standard method	Class performance and exams

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May 1	2		Nominal Sentence	Standard method & text method	Class performance and exams
May 2	2		Final Examination	Solving problems method	----------
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 1st and 2nd Courses: 50
Final Exam: 50
Final Grade: 100

12. Learning and Teaching Sources

Required textbooks (curricular books, if any)	R-Quirk and S.Green baum : A University grammar of English
Main references (sources)	A Student's Introduction to English Grammar
Recommended books and references (scientific journal, reports	Understanding and Using English Language
Electronic References, Websites	https://www.waywordradio.org/podcasts/?gad_source=1&gclid=CjwKCAjw48vBhBbEiwAzqrZVM04cvEablOAOkomJxODkRennNrcNywhy9A1IMZujzn2zso8H4xGJxoCpkgQAvD_BwE

جامعة الحلة كلية التربية
قسم اللغة الانكليزية

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Republic Of Iraq
Ministry of Higher Education & Scientific Research
College of
Department of

جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة الحلة
كلية
قسم

Course Description Form

1. Course Name			
Crimes of the Ba'ath Regime in Iraq / Second Stage			
2. Course Code			
HEED92121			
3. Semester / Year			
Annual / 2025-2026			
4. Description Preparation Date			
20 / 9 / 2025			
5. Available Attendance Forms			
Theoretical / lectures – sessions			
6. Number of Credit Hours (Total) / Number of Units (Total):			
Theoretical	34	Units/credits	2
7. Course administrator's name (mention all, if more than one name)			
Asst. Lect. Laith Falah Awad			
8. Course Objectives			
Course Objectives	Cognitive Objectives : - Legal Understanding: Grasping the concepts of crime and the classifications of international crimes under the Law of the Iraqi Higher Criminal Court. - Historical and Political Awareness: Familiarity with the regime's most prominent violations, as well as the manifestations of societal militarization and authoritarian control. - Awareness of Environmental and Humanitarian Impact: Understanding the dimensions of environmental crimes (such as draining the marshes), genocide, and mass graves. Skill Objectives: - Theoretical and Legal Analysis: The ability to link historical events with legal texts and classify violations accordingly. - Critical Thinking: Analytically evaluating the psychological and social impacts on Iraqi society. - Documentation and Research: Proficiency in handling documents and evidence related to crimes and studying them academically.		
9. Teaching and Learning Strategies			
Strategy	- Interactive Lecture: Direct academic instruction combined with open Q&A sessions and brainstorming. - Problem-Based and Case-Study Learning: Analyzing authentic historical and legal documents and cases. - Discussion and Dialogue: Conducting classroom debates to discuss the psychological and social impacts of the violations. - Presentations and Self-Learning: Assigning students to prepare working papers and present them to their peers. Assessment Methods - Written Examinations: Monthly and final exams to measure cognitive and legal comprehension. - Quizzes: Surprise or periodic quizzes to monitor continuous understanding. - Classroom Assessment: Evaluating attendance, interaction, and participation in discussions.		

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	1	Definition of Crime Linguistically and Terminologically, and the Concept of Crimes	Distinguishing between linguistic and terminological definitions of crime.	Theoretical Lectures Using PDF and PowerPoint	Daily Exams / Quizzes Term Exams Final Exams
2	1	Classifications of Crimes: General and Special Categories	Classifying crimes by legal nature and elements.		
3	1	Documenting the Crimes of the Ba'ath Regime under the Law of the Iraqi Higher Criminal Court of 2005	Understanding the legislative framework of the Iraqi Higher Criminal Court.		
4	1	Types of International Crimes (Genocide, Crimes Against Humanity, and War Crimes)	Differentiating war crimes, genocide, and crimes against humanity.		
5	1	Rulings and Decisions Issued by the Iraqi Higher Criminal Court	Grasping the legal value of issued judicial rulings.		
6	1	Concept and Mechanisms of Psychological Crimes	Identifying methods of intimidation and psychological pressure.		
7	1	Psychological Effects of Crimes on Individuals and Society	Analyzing long-term psychological impacts on victims and society.		
8	1	Social Crimes and the Militarization of Society	Understanding methods of social fragmentation and militarization.		
9	1	The Ba'ath Regime's Stance on Religion and Religious Rituals	Recognizing restrictions and violations against religious practices and roles.		
10	1	Violations of Iraqi Laws and Forms of Human	Identifying violations of international and national human rights		

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قسم القانون

		Rights Abuses	charters.		
11	1	State Crimes and Repressive Political and Military Decisions	Analyzing political and military decisions contrary to justice.		
12	2	Monthly Exam	.--		
13	1	Environmental Crimes of the Ba'ath Regime (Concept and Dimensions)	Comprehending legal and ethical dimensions of environmental crimes.		
14	1	War Pollution, Radiation, and Landmine Explosions	Assessing environmental and health risks of war debris.		
15	1	Midterm Evaluation and Review	Measuring cognitive comprehension of previous legal/historical concepts.		
16	1	Scorched-Earth Policy and the Destruction of Cities and Villages	Understanding legal and humanitarian impacts of infrastructure destruction.		
17	1	Draining of the Marshes (Causes and Methods Employed)	Comprehending plans and mechanisms used in marsh draining.		
18	1	Environmental and Economic Impacts of Draining the Marshes	Evaluating demographic and economic damage to the environment and locals.		
19	1	Destruction of Palm Groves, Trees, and Agricultural Lands	Recognizing systematic destruction of agriculture and vegetation.		
20	1	Concept of Mass Grave Crimes and Their Legal and Humanitarian Dimensions	Distinguishing ordinary crimes from mass grave crimes.		
21	1	Events of Mass Graves and Genocidal Acts Committed by the Ba'ath Regime in Iraq	Reviewing historical evidence of committed massacres.		
22	1	Chronological Classification of Mass Graves (1963–1979)	Documenting crimes and mass graves (1963–1979).		
23	1	Chronological	Analyzing violations		

جامعة الحلة - كلية التربية
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		Classification of Mass Graves (1980–1988 and the Anfal Campaigns)	during wartime and Anfal campaigns (1980–1988).		
24	2	Monthly Exam	--		
25	1	Chronological Classification of Mass Graves (The 1991 Uprising Events)	Documenting mass graves and violations of the 1991 uprising.		
26	1	Chronological Classification of Mass Graves (1992–2003)	Monitoring violations and mass graves (1992–2003).		
27	1	Methods of Documenting, Exhuming Mass Graves, and Identifying Victims	Applying scientific/legal methods for evidence proof and victim identification.		
28	1	Transitional Justice and Compensation for Victims in Iraqi Legislation	Understanding redress mechanisms and transitional justice.		
29	1	Comprehensive Review and Discussion of Reports and Research Papers	Preparing and critically evaluating academic research papers.		
30	3	Final Exam	Measuring overall knowledge acquisition and analytical skills.		

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UNIVERSITY OF HILLA
قسم اللغة الانكليزية

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11. Course Evaluation

The course evaluation is based on monthly examinations worth 20 marks per month, totaling 40 marks, in addition to 10 marks allocated for attendance, participation, and classroom activities across both terms. Meanwhile, 50 marks are assigned to the final exam, bringing the total score to 100.

12. Learning and Teaching Resources

Required Textbooks	"Crimes of the Ba'ath Regime in Iraq" (Ministry-Approved Coursebook).
Core References	Law of the Iraqi Higher Criminal Court No. (10) of 200 and its Decisions. Documents and Archives of the Martyrs Foundation.
Recommended Supplementary Reading (Scientific Journals, Reports, etc.)	Reports from International Human Rights Organizations (Amnesty International / HRW). Academic Journals of Iraqi Universities in the fields of Law and History.
Electronic Resources and Websites	**The Official Website of the Iraqi Higher Criminal Court.** **Official Websites of the Ministry of Justice and Documentation Platforms.**
1. Course Improvement Plan	- Content Updating: Incorporating the latest studies and research related to newly discovered documents. - Technological Integration: Displaying interactive archival documents and recordings in the classroom. - Practical Aspect: Assigning students critical research papers and the analysis of real-world cases.

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Republic Of Iraq
Ministry of Higher Education & Scientific Research
College of Education
Department of English

جمهورية العراق
وزارة التعليم العالي والبحث العلمي
جامعة الحلة
كلية التربية
قسم اللغة الانكليزية

Course Description Form

1. Course Name			
phonetics			
2. Course Code			
HEED1102			
3. Semester / Year			
Year			
4. Description Preparation Date			
2/2/2026			
5. Available Attendance Forms			
Theoretical			
6. Number of Credit Hours (Total) / Number of Units (Total):			
Units	**5**	**Hours (Theoretical)**	3
7. Course administrator's name (mention all, if more than one name)			
Assist. Lech. Ahmed Riyadh Marzoog			
8. Course Objectives			
Course Objectives	**Cognitive Objectives:** 1. **To introduce students to phonetics and its fundamental principles as a core subject that forms the basis of English words and sentence formation.** 2. **To help students improve their pronunciation of English sounds.** 3. **To enable students to overcome the difficulties they encounter in pronunciation.** 4. **To assist students in pronouncing English sounds accurately and correctly, and to understand how to use them effectively in English words and sentences.**		
9. Teaching and Learning Strategies			
Strategy	• PowerPoint Presentations: Delivering lectures using PowerPoint. • Educational Videos: Utilizing educational videos and documentaries. • E-Learning Guidance: Directing students to relevant websites for further learning. • Practical Laboratory: Conducting hands-on lab sessions using models. Assessment Methods **Quizzes**: Conducting quick daily/frequent quizzes. **Monthly Exams**: Administering monthly examinations. **Term & Final Exams**: Conducting midterm and final examinations.		

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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	To identify	the organs of speech	Theoretical Lectures Using PDF and PowerPoint	Daily Exams / Quizzes Term Exams Mid-Year Exams Final Exams
2	3	To identify	the organs of speech		
3	3	To identify	the organs of speech		
4	3	To identify	the organs of speech		
5	3	Understanding	Consonant sounds		
6	3	Understanding	Consonant sounds		
7	3	Understanding	Consonant sounds		
8	3	Understanding	Consonant sounds		
9	3	Explanation	Consonant sounds		
10	3	Explanation	Consonant sounds		
11	3	Explanation	Consonant sounds		
12	3	Classification	Consonant sounds		
13	3	Recall	Consonant sounds		
14	3	**Summarization**	Consonant sounds		
15	3	**Inference**	Written Examination		
16	3	Explanation	Consonant sounds		
17	3	Classification	Consonant sounds		
18	3	Classification	Consonant sounds		
19	3	Summarization	Consonant sounds		
20	3	Recall	Consonant sounds		
21	3	Explanation	Vowel sounds		
22	3	**Inference**	Vowel sounds		
23	3	Classification	Vowel sounds		
24	3	Understanding	Vowel sounds		
25	3	**Inference**	Vowel sounds		
26	3	Summarization	Vowel sounds		
27	3	Explanation	Click or tap here to enter text.		
28	3	Classification	Click or tap here to enter text.		
29	3	**Inference**	Click or tap here to enter text.		
30	3	**Inference**	Click or tap here to enter text.		

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11. Course Evaluation
- Attendance and Absence Grade - Quizzes / Daily Exams Grade - Student Participation / Performance Grade - Midterm / Mid-Course Exam Grade - Final Course Exam Grade - Final Grade

12. Learning and Teaching Resources	
Required Textbooks / Core References	**Better English pronunciation.J.D.O'CONNOR.1980 (2nd ed.).Cam.CUP** . English pronunciation in use (2003).Jonathan Marks. .Cambridge PETER ROACH(1989)ENGLISH PHONETICS & PHONOLOGY CDs, pronunciation training, Internet-based resources, and audio-visual aids such as songs, educational games, and visual illustrations to support the teaching .and learning of the course content Google Search English teacher.com
Recommended Supplementary Reading (Scientific Journals, Reports, etc.)	Scientific Journals and Websites
Electronic Resources and Websites	Research-Specific Websites
1. Course Improvement Plan	1. Updating course content through additions, omissions, and replacements. 2. Employing modern teaching methods that periodically adapt to the learners' levels. 3. Updating assessment tools to accurately measure student performance. 4. Promoting and encouraging e-learning. 5. Equipping students with the essential skills required for the health and medical technologist profession, keeping pace with contemporary advancements.

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1. :Course Name
Writing Academic English
2. :Course code
HEED93124
3. Semester\ Year
Yearly
4. Description Preparation Date
21/7/2026
5. Available Attendance Forms
Two hours a week
6. Number of Credit Hours (Total)\ Number of Units (Total)
60 Hours per year, Three academic units
7. Course Adminstor's Name (mention all, if more than one name)
The Name: Asst. Lect. Qasim Jawad Abdul Kadhim Email: qjawad321@gmail.com

Course objectives .8	
Developing students' skills in reading academic texts .1 written in the language .Interviewing and getting to know their cultures Developing writing strategies and skills. - Extracting .2 .meaning and reaching [the desired outcome] .The implied meaning Extracting the main idea from the written text and .3 .working on formulating it .In another way .Developing students' vocabulary .4 Developing analytical skills at the text and sentence level .5 .and summarizing the text Training in the use of signaling skills in the target .6 language has a significant impact on .Rewriting the written text . Training in writing texts in various fields of knowledge .7	Course objectives

Education and outcomes .9	
.Discussion and dialogue in presenting the topic1. Using modern visual aids such as data visualizations to illustrate the 2. .important points in the lesson Explaining the material in a simplified manner using modern technology 3. .in education .Asking questions and getting answers from them4. .Emphasizing the research method and its conclusion5.	Outputs

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Linking the scientific material to relevant external scientific materials to 6. .achieve the lesson's objective and purpose	

Course vocabulary .10

Week	Number of hours	Learning outcomes requirements	Unit or topic name	Teaching method	Evaluation Method
1	2	Understanding the aspects Theory For academic material	Introduction / Writing Process	exercises	Practical The app and theoretical
2	2	Understanding the aspects Theory For academic material	Understanding the writing process	exercises	
3	2	Understanding the aspects Theory For academic material	Pre-writing	exercises	
4	2	Understanding the aspects Theory For academic material		Presentation/Exercises	Theoretical and practical application
5	2	Understanding the aspects Theory	Paragraph structure	exercises	

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Theoretical and practical application	exercises	Paragraph development	For academic material	2	6
Different tests	an offer	descriptive paragraph And the process	Understanding the aspects Theory For academic material	2	7
		Opinion section	Understanding the aspects Theory For academic material	2	8
Applications	exercises	exam	Understanding the aspects Theory For academic material	2	9
Multiple tests	exercises	Paragraphs of contrast	Understanding the aspects Theory For academic material	2	10
	exercises			2	11
a test	Daily test	Comparison paragraphs	Understanding the aspects Theory	2	12

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	exercises	Problem/Solution Paragraphs	For academic material	2	13
	exercises	review	Understanding the aspects Theory For academic material	2	14
		Article structure	Arafat Al-Jawabin Theory For academic material	2	15
Different tests	exercises	outline For the article	Arafat Al-Jawabin Theory For academic material	2	16
	exercises	exam	Arafat Al-Jawabin Theory For academic material	2	17
	exercises	Introduction and conclusions	Arafat Al-Jawabin Theory For academic material	2	18
	an offer	Writing conclusions		2	19

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	exercises	Unity and cohesion	Arafat Al-Jawabin Theory For academic material	2	20 The remaining weeks and hours are Designed for special presentations With students, seminars, and discussion groups inside .the classroom
		Creating cohesion	Arafat Al-Jawabin Theory For academic material		
		Using cohesion in The article	Arafat Al-Jawabin Theory For academic material		
			Arafat Al-Jawabin Theory For academic material		
			Arafat Al-Jawabin Theory For academic material		
			Arafat Al-Jawabin		

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			Theory For academic material		

Evaluation methods .11	
.Weekly, monthly and quarterly tests .1 .Prepare articles on the topic and discuss these articles .2 Preparing discussion sessions within the classroom to discuss the lesson material in order .3 .to overcome the difficulties faced by some students .Testing the student during the application process .4	
Educational and teaching resources .12	
Required textbooks .1	Stephen Bailey (Third Edition) Academic Writing: A Handbook for International Students.
Main references (sources)	Miller, Susan-Cochran (2020) An Insider's Guide Academic Writing. New York: McGraw-Hill
Books and references that he recommends (.scientific journals, reports, etc)	Practical articles and research from various - sources
Electronic references and websites	Electronic Articles and sources

Course Description Template

Course Description Form

1. Course Name			
Pedagogy and Curriculum Innovation / Third Stage			
2. Course Code			
HEED93128			
3. Semester / Year			
Annual / 2025-2026			
4. Description Preparation Date			
10 / 10 / 2025			
5. Available Attendance Forms			
Theoretical / sessions/lectures			
6. Number of Credit Hours (Total) / Number of Units (Total):			
Theoretical	90 Annual	Units/credits 4	
7. Course administrator's name (mention all, if more than one name)			
Asst. Lect. Haneen Sadiq Ahmad Asst. Lect. Saif Thamer Kadhim			
8. Course Objectives			

Course Objectives	**1. Cognitive Objectives:** Theories: Understanding traditional and modern trends and methods in English language teaching. Skills and Components: Comprehending the principles of teaching language skills (listening, speaking, reading, writing) and components (grammar and vocabulary). Planning and Assessment: Knowing the foundations of lesson preparation, classroom management, student assessment strategies, and error correction. **2. Practical / Skill Objectives:** Lesson Planning: Writing organized and effective daily lesson plans. Practical Application: Practicing teaching methods and interactive activities through micro-teaching. Integrating Media/Tools: Utilizing instructional materials and modern technology in teaching. Curriculum Analysis: Evaluating and analyzing the pedagogical content of textbooks.

9. Teaching and Learning Strategies

Strategy	- Interactive Lectures: Explaining concepts while encouraging open interactive discussion. - Micro-teaching: Practical training on instruction and classroom management. - Cooperative Learning: Working in groups to design activities and solutions. - Practical Applications: Preparing daily lesson plans and analyzing classroom scenarios. Assessment Methods .Assignments, Activities, and Daily Classroom Participation - .Written Exams (Monthly and Final) for the Theoretical Aspect - - Practical/Oral Exams to Measure Teaching Skills.

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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	3	Introduction to ELT / ESL.	Understanding key terminology in ELT.	Theoretical Lectures Using PDF and PowerPoint	Daily Exams / Quizzes Term Exams Final Exams
2	3	Grammar-Translation Method (GTM).	Comprehending the principles of the Grammar-Translation Method.		
3	3	The Direct Method.	Applying English-only instruction and avoiding translation.		
4	3	The Audio-Lingual Method (ALM).	Utilizing drills to establish language habits.		
5	3	Communicative Language Teaching (CLT).	Designing interactive communicative activities.		
6	3	Task-Based Language Teaching (TBLT).	Preparing problem-solving learning tasks.		
7	3	Humanistic Approaches (The Silent Way & Suggestopedia).	Identifying alternative methods to reduce learner anxiety.		
8	3	Total Physical Response (TPR).	Linking physical movement with language learning for beginners.		
9	3	Teaching Listening: Pre-listening Stage.	Preparing students prior to listening tasks.		
10	3	Teaching Listening: While-listening and Post-listening Stages.	Measuring listening comprehension and evaluating responses.		
11	3	Teaching Speaking: Fluency vs. Accuracy.	Balancing student fluency and language accuracy.		
12	3	Speaking Activities (Role-plays and Debates).	Managing debates and role-plays effectively.		
13	3	Monthly Exam	--		
14	3	Reading Comprehension Techniques.	Extracting main ideas and concepts from texts.		
15	3	Teaching Writing: Process vs. Product.	Applying drafting and revising steps in writing.		
16	3	Guided and Free Writing	Progressing from		

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		Techniques.	guided to free/creative writing.
17	3	Presenting New Vocabulary.	Using context and visual aids to introduce vocabulary.
18	3	Vocabulary Retention and Retrieval Techniques.	Stimulating memory for vocabulary retrieval.
19	3	Teaching Grammar: Deductive and Inductive Approaches.	Teaching grammar through context and meaning.
20	3	Grammar Practice and Exercises.	Implementing interactive grammar exercises.
21	3	Teaching Pronunciation and Intonation.	Improving pronunciation and intonation accuracy.
22	3	Lesson Planning.	Writing structured, timed lesson plans.
23	3	Classroom Management and Interaction Patterns.	Managing classroom layout and interaction patterns.
24	3	Teacher Roles in the Classroom.	Adapting to diverse teacher roles in the classroom.
25	3	Error Correction Strategies.	Providing constructive feedback and smart error correction.
26	3	MonthlyExam.	--
27	3	Test Design and Language Assessment.	Designing comprehensive and balanced language assessments.
28	3	Micro-teaching Practice.	Executing a successful micro-teaching session.
29	3	Teaching Observation and Peer Observation.	Evaluating and constructively critiquing teaching performance.
30	3	Reflective Teaching and Artificial Intelligence (AI).	Utilizing AI tools for continuous professional development.

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11. Course Evaluation
Course evaluation is based on monthly exams allocated 20 marks each, totaling 40 marks. An additional 10 marks are assigned for attendance, participation, and classroom activities across both semesters. The final exam accounts for 50 marks, making the overall total 100 marks.

12. Learning and Teaching Resources	
Required Textbooks	Electronic Study Files and Handouts (PDF): Prepared by the course instructor, covering core concepts. techniques, and the prescribed syllabus for the third stage.
Core References	Book: Techniques and Principles in Language Teaching Diane Larsen-Freeman. Book: Approaches and Methods in Language Teaching Jack C. Richards.
Recommended Supplementary Reading (Scientific Journals, Reports, etc.)	Selected research papers and articles from the ELT - .Journal (Oxford Academic) - Supporting references in English as a Second/Foreign Language (ESL/EFL) teaching methodologies.
Electronic Resources and Websites	- British Council - TeachingEnglish: (teachingenglish.org.uk) - The instructor's official educational channel/platform: (for downloading approved study files and handouts
1. Course Improvement Plan	- Content Updating: Integrating AI tools and interactive strategies into English language teaching. - Technological Integration: Utilizing digital platforms and applications in micro-teaching sessions. - Practical Application: Increasing micro-teaching hours and intensifying constructive feedback. - Feedback Review: Conducting annual student surveys to enhance course activities and content.

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جمهورية العراق

وزارة التعليم العالي والبحث العلمي

جامعة الحلة

نموذج وصف المقرر

1. Course Name: Computer Science .1
Course Code HEED94110 .2
3. Semester / Year: Annual .3
1. Date of preparation of this description: 1/12/2025 .4
1. Available attendance formats: Weekly lecture, classroom, and laboratory. .5
1. Total number of study hours/ .6
2 × 30 weeks = 60 hours per year
1. Course Coordinator's Name: .7
Asst. Lecturer Mohammed Ali Abees
1. Course Objectives

Learn about: - 1- Viruses and methods of protection against them 2- The Windows operating system 3- The Microsoft software suite	Course Objectives

1. Teaching and Learning Strategies • Meticulous lesson planning • Motivating and encouraging learners • Addressing individual differences and fostering participation among all students • Enabling students to acquire knowledge and understanding of Excel and PowerPoint programs • Conducting practical and theoretical assessments, reports, and homework assignments •	الاستراتيجية

Course Structure

Evaluation Method	Learning method	Unit or Topic Name	Required learning outcomes	Watches	The Week
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Introduction to Computer Viruses	Introduction to Computer Fundamentals and Components	2	1
Daily quizzes Homework Class participation Attendance	Whiteboard and Data Show with student computer usage	Methods of Virus Removal	Teaching Computer Fundamentals and Components	2	2

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Monthly exams					
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Ways to get rid of viruses	Teaching Computer Fundamentals and Components	2	3
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Ways to get rid of viruses	Teaching Computer Fundamentals and Components	2	4
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Ways to get rid of viruses	Teaching Computer Fundamentals and Components	2	5
Daily quizzes Homework Class participation Attendance Monthly exams	Theoretical and practical exam on the computer	Ways to get rid of viruses	Teaching Computer Fundamentals and Components	2	6
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	review	Review	2	7
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	First Monthly Exam	First Monthly Exam	2	8
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Review of Windows Operating System	Introduction to Windows Operating System	2	9
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Windows Operating System	Learning Windows Operating System	2	10
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Windows Operating System	Learning Windows Operating System	2	11

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Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Windows Operating System	Learning Windows Operating System	2	12
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Windows Operating System	Learning Windows Operating System	2	13
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Review	Review	2	14
امتحانات شهرية	Theoretical and practical exam on the computer	Second Monthly Exam	Second Monthly Exam	2	15
Mid-year Holiday					
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Introduction to Microsoft Office Suite	Introducing Students to Microsoft Word Processing System	2	16
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	17
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Presentation Software (PowerPoint)	Learning Microsoft Word Processing System	2	18
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Presentation Software (PowerPoint)	Presentation Software (PowerPoint)	2	19
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Microsoft Excel	Spreadsheet Software (Excel)	2	20

Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Microsoft Excel	Spreadsheet Software (Excel)	2	21
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Microsoft Excel	Spreadsheet Software (Excel)	2	22
امتحانات شهرية	Theoretical and practical exam on the computer	Review	Review	2	23
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	First Monthly Exam	First Monthly Exam	2	24
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	24
Daily quizzes Homework Class participation Attendance Monthly exams	Data show presentation	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	25
Daily quizzes Homework Class participation Attendance Monthly exams	Data show presentation	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	26
Daily quizzes Homework Class participation Attendance Monthly exams	Data show presentation	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	27
Daily quizzes Homework Class participation Attendance Monthly exams	Data show presentation	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	28
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Review	Review	2	29

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امتحانات شهرية	Whiteboard and Data Show with student computer usage	Second Monthly Exam	Second Monthly Exam	2	30

11. تقييم المقرر
Course evaluation is based on monthly examinations, weighted at 20 marks per month for a total of 40 marks, plus 10 marks allocated for attendance, participation, and classroom activities across both semesters. The final exam accounts for 50 marks, bringing the overall total to 100 marks.

12. Teaching and Learning Resources	
Required Textbooks:	‹Computer and Ready-Made Software: Basic Skills Authors: Prof. Dr. Mohammad Belal Al-Zoubi, Prof. Dr. Ahmad Al-Sharai'ah, et al.
Electronic References & Websites:	‹Computer and Ready-Made Software: Basic Skills Authors: Prof. Dr. Mohammad Belal Al-Zoubi, Prof. Dr. Ahmad Al-Sharai'ah, et al.

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جمهورية العراق

وزارة التعليم العالي والبحث العلمي

جامعة الحلة

نموذج وصف المقرر

1. Course Name: Computer Science	.1
Course Code HEED93110	.2
3. Semester / Year: Annual	.3
1. Date of preparation of this description: 1/12/2025	.4
1. Available attendance formats: Weekly lecture, classroom, and laboratory.	.5
1. Total number of study hours/	.6
2 × 30 weeks = 60 hours per year	
1. Course Coordinator's Name:	.7
Asst. Lecturer Mohammed Ali Abees	
1. Course Objectives	

Learn about: - 1- Viruses and methods of protection against them 2- The Windows operating system 3- The Microsoft software suite	Course Objectives

1. Teaching and Learning Strategies	
• Meticulous lesson planning • Motivating and encouraging learners • Addressing individual differences and fostering participation among all students • Enabling students to acquire knowledge and understanding of Excel and PowerPoint programs • Conducting practical and theoretical assessments, reports, and homework assignments •	الاستراتيجية

Course Structure

Evaluation Method	Learning method	Unit or Topic Name	Required learning outcomes	Watches	The Week
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Introduction to Computer Viruses	Introduction to Computer Fundamentals and Components	2	1
Daily quizzes Homework Class participation Attendance	Whiteboard and Data Show with student computer usage	Methods of Virus Removal	Teaching Computer Fundamentals and Components	2	2

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Monthly exams					
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Ways to get rid of viruses	Teaching Computer Fundamentals and Components	2	3
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Ways to get rid of viruses	Teaching Computer Fundamentals and Components	2	4
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Ways to get rid of viruses	Teaching Computer Fundamentals and Components	2	5
Daily quizzes Homework Class participation Attendance Monthly exams	Theoretical and practical exam on the computer	Ways to get rid of viruses	Teaching Computer Fundamentals and Components	2	6
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	review	Review	2	7
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	First Monthly Exam	First Monthly Exam	2	8
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Review of Windows Operating System	Introduction to Windows Operating System	2	9
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Windows Operating System	Learning Windows Operating System	2	10
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Windows Operating System	Learning Windows Operating System	2	11

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Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Windows Operating System	Learning Windows Operating System	2	12
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Windows Operating System	Learning Windows Operating System	2	13
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Review	Review	2	14
امتحانات شهرية	Theoretical and practical exam on the computer	Second Monthly Exam	Second Monthly Exam	2	15
Mid-year Holiday					
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Introduction to Microsoft Office Suite	Introducing Students to Microsoft Word Processing System	2	16
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	17
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Presentation Software (PowerPoint)	Learning Microsoft Word Processing System	2	18
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Presentation Software (PowerPoint)	Presentation Software (PowerPoint)	2	19
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Microsoft Excel	Spreadsheet Software (Excel)	2	20

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Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Microsoft Excel	Spreadsheet Software (Excel)	2	21
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Microsoft Excel	Spreadsheet Software (Excel)	2	22
امتحانات شهرية	Theoretical and practical exam on the computer	Review	Review	2	23
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	First Monthly Exam	First Monthly Exam	2	24
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	24
Daily quizzes Homework Class participation Attendance Monthly exams	Data show presentation	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	25
Daily quizzes Homework Class participation Attendance Monthly exams	Data show presentation	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	26
Daily quizzes Homework Class participation Attendance Monthly exams	Data show presentation	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	27
Daily quizzes Homework Class participation Attendance Monthly exams	Data show presentation	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	28
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Review	Review	2	29

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امتحانات شهرية	Whiteboard and Data Show with student computer usage	Second Monthly Exam	Second Monthly Exam	2	30

11. تقييم المقرر	
Course evaluation is based on monthly examinations, weighted at 20 marks per month for a total of 40 marks, plus 10 marks allocated for attendance, participation, and classroom activities across both semesters. The final exam accounts for 50 marks, bringing the overall total to 100 marks.	
12. Teaching and Learning Resources	
Required Textbooks:	‹Computer and Ready-Made Software: Basic Skills Authors: Prof. Dr. Mohammad Belal Al-Zoubi, Prof. Dr. Ahmad Al-Sharai'ah, et al.
Electronic References & Websites:	‹Computer and Ready-Made Software: Basic Skills Authors: Prof. Dr. Mohammad Belal Al-Zoubi, Prof. Dr. Ahmad Al-Sharai'ah, et al.

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وزارة التعليم العالي والبحث العلمي

جامعة الحلة

نموذج وصف المقرر

1. Course Name: Computer Science
.1
Course Code HEED91110
.2
3. Semester / Year: Annual
.3
1. Date of preparation of this description: 1/12/2025
.4
1. Available attendance formats: Weekly lecture, classroom, and laboratory.
.5
1. Total number of study hours/
.6
2 × 30 weeks = 60 hours per year
1. Course Coordinator's Name:
.7
Asst. Lecturer Mohammed Ali Abees
1. Course Objectives

Learn about: - 1- Viruses and methods of protection against them 2- The Windows operating system 3- The Microsoft software suite	Course Objectives

1. Teaching and Learning Strategies	الاستراتيجية
• Meticulous lesson planning • Motivating and encouraging learners • Addressing individual differences and fostering participation among all students • Enabling students to acquire knowledge and understanding of Excel and PowerPoint programs • Conducting practical and theoretical assessments, reports, and homework assignments •	

Course Structure

Evaluation Method	Learning method	Unit or Topic Name	Required learning outcomes	Watches	The Week
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Introduction to Computer Viruses	Introduction to Computer Fundamentals and Components	2	1
Daily quizzes Homework Class participation Attendance	Whiteboard and Data Show with student computer usage	Methods of Virus Removal	Teaching Computer Fundamentals and Components	2	2

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Monthly exams					
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Ways to get rid of viruses	Teaching Computer Fundamentals and Components	2	3
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Ways to get rid of viruses	Teaching Computer Fundamentals and Components	2	4
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Ways to get rid of viruses	Teaching Computer Fundamentals and Components	2	5
Daily quizzes Homework Class participation Attendance Monthly exams	Theoretical and practical exam on the computer	Ways to get rid of viruses	Teaching Computer Fundamentals and Components	2	6
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	review	Review	2	7
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	First Monthly Exam	First Monthly Exam	2	8
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Review of Windows Operating System	Introduction to Windows Operating System	2	9
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Windows Operating System	Learning Windows Operating System	2	10
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Windows Operating System	Learning Windows Operating System	2	11

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قسم الحاسوب

Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Windows Operating System	Learning Windows Operating System	2	12
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Windows Operating System	Learning Windows Operating System	2	13
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Review	Review	2	14
امتحانات شهرية	Theoretical and practical exam on the computer	Second Monthly Exam	Second Monthly Exam	2	15
Mid-year Holiday					
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Introduction to Microsoft Office Suite	Introducing Students to Microsoft Word Processing System	2	16
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	17
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Presentation Software (PowerPoint)	Learning Microsoft Word Processing System	2	18
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Presentation Software (PowerPoint)	Presentation Software (PowerPoint)	2	19
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Microsoft Excel	Spreadsheet Software (Excel)	2	20

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Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Microsoft Excel	Spreadsheet Software (Excel)	2	21
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Microsoft Excel	Spreadsheet Software (Excel)	2	22
امتحانات شهرية	Theoretical and practical exam on the computer	Review	Review	2	23
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	First Monthly Exam	First Monthly Exam	2	24
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	24
Daily quizzes Homework Class participation Attendance Monthly exams	Data show presentation	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	25
Daily quizzes Homework Class participation Attendance Monthly exams	Data show presentation	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	26
Daily quizzes Homework Class participation Attendance Monthly exams	Data show presentation	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	27
Daily quizzes Homework Class participation Attendance Monthly exams	Data show presentation	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	28
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Review	Review	2	29

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امتحانات شهرية	Whiteboard and Data Show with student computer usage	Second Monthly Exam	Second Monthly Exam	2	30

11. تقييم المقرر
Course evaluation is based on monthly examinations, weighted at 20 marks per month for a total of 40 marks, plus 10 marks allocated for attendance, participation, and classroom activities across both semesters. The final exam accounts for 50 marks, bringing the overall total to 100 marks.

12. Teaching and Learning Resources	
Required Textbooks:	‹Computer and Ready-Made Software: Basic Skills Authors: Prof. Dr. Mohammad Belal Al-Zoubi, Prof. Dr. Ahmad Al-Sharai'ah, et al.
Electronic References & Websites:	‹Computer and Ready-Made Software: Basic Skills Authors: Prof. Dr. Mohammad Belal Al-Zoubi, Prof. Dr. Ahmad Al-Sharai'ah, et al.

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Republic Of Iraq

Ministry of Higher Education & Scientific Research

College of

Department of

جمهورية العراق

وزارة التعليم العالي والبحث العلمي

جامعة الحلة

نموذج وصف المقرر

1. Course Name: Computer Science .1
Course Code HEED92110 .2
3. Semester / Year: Annual .3
1. Date of preparation of this description: 1/12/2025 .4
1. Available attendance formats: Weekly lecture, classroom, and laboratory. .5
1. Total number of study hours/ .6
2 × 30 weeks = 60 hours per year
1. Course Coordinator's Name: .7
Asst. Lecturer Mohammed Ali Abees
1. Course Objectives

Learn about: - 1- Viruses and methods of protection against them 2- The Windows operating system 3- The Microsoft software suite	Course Objectives

1. Teaching and Learning Strategies	
• Meticulous lesson planning • Motivating and encouraging learners • Addressing individual differences and fostering participation among all students • Enabling students to acquire knowledge and understanding of Excel and PowerPoint programs • Conducting practical and theoretical assessments, reports, and homework assignments •	الاستراتيجية

Course Structure

Evaluation Method	Learning method	Unit or Topic Name	Required learning outcomes	Watches	The Week
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Introduction to Computer Viruses	Introduction to Computer Fundamentals and Components	2	1
Daily quizzes Homework Class participation Attendance	Whiteboard and Data Show with student computer usage	Methods of Virus Removal	Teaching Computer Fundamentals and Components	2	2

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Monthly exams					
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Ways to get rid of viruses	Teaching Computer Fundamentals and Components	2	3
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Ways to get rid of viruses	Teaching Computer Fundamentals and Components	2	4
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Ways to get rid of viruses	Teaching Computer Fundamentals and Components	2	5
Daily quizzes Homework Class participation Attendance Monthly exams	Theoretical and practical exam on the computer	Ways to get rid of viruses	Teaching Computer Fundamentals and Components	2	6
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	review	Review	2	7
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	First Monthly Exam	First Monthly Exam	2	8
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Review of Windows Operating System	Introduction to Windows Operating System	2	9
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Windows Operating System	Learning Windows Operating System	2	10
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Windows Operating System	Learning Windows Operating System	2	11

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Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Windows Operating System	Learning Windows Operating System	2	12
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Windows Operating System	Learning Windows Operating System	2	13
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Review	Review	2	14
امتحانات شهرية	Theoretical and practical exam on the computer	Second Monthly Exam	Second Monthly Exam	2	15
Mid-year Holiday					
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Introduction to Microsoft Office Suite	Introducing Students to Microsoft Word Processing System	2	16
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Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Presentation Software (PowerPoint)	Presentation Software (PowerPoint)	2	19
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Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Microsoft Excel	Spreadsheet Software (Excel)	2	21
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Daily quizzes Homework Class participation Attendance Monthly exams	Data show presentation	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	26
Daily quizzes Homework Class participation Attendance Monthly exams	Data show presentation	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	27
Daily quizzes Homework Class participation Attendance Monthly exams	Data show presentation	Microsoft Word Processing System	Learning Microsoft Word Processing System	2	28
Daily quizzes Homework Class participation Attendance Monthly exams	Whiteboard and Data Show with student computer usage	Review	Review	2	29

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امتحانات شهرية	Whiteboard and Data Show with student computer usage	Second Monthly Exam	Second Monthly Exam	2	30

11. تقييم المقرر
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