



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

University of Al- Ameed/ College of Basic Education for Women
Academic Program Description

Bachelor's Degree in Education/ Preliminary Study
2025-2026

Reviewed by:

**The Scientific Committee at Al- Ameed University/ College of Basic
Education for Women**

Program Information: First:

University: Al- Ameen

College: College of Basic Education for Women

Department: English Department

Academic Program Name: Bachelor's Degree in Education/ Preliminary Study

Final Certificate Name: Bachelor's Degree in Education

The Academic System: Semester

Date of the Description Preparation: 28/4/2026

Date of Filling the File:

Signature:

Name of the Deen of the College
Prof. Dr. Ahmed Sabeeh Alkaaby

Signature:

Name of the Vice President of the
University for the scientific affairs Asst.
Prof. Dr. Lamiaa Abdul Kareem Issa

The file was reviewed by the *Quality Assurance and University Performance*
Division

Name of the Director of the *Quality Assurance and University Performance*
Division :

Duaa Haitham Abid Zaid

Date:

Signature:

Approval of the President of the University

Prof. Dr. Jawadat Nouri Al- Jashaami

1. Program Vision

An academic program that is scientifically, professionally, and ethically effective in the field of education.

2. Program Message

Providing the students with the necessary skills and competencies to serve the community.

3. Program Objectives

- 1- Deepening faith in God and in spiritual and moral values
- 2- Enhancing the spirit of belonging to the homeland and preserving its institutions.
- 3- Teaching students relevant experiences, skills, and knowledge related to the English language.
- 4- Developing students performance and creative abilities in linguistic, psychological, technical, cognitive, and artistic aspects.
- 5- To provide students with advanced academic knowledge that enables them in their field of specialization in both research and teaching.
- 6- To contribute to training programs and field-based practices within the framework of partnerships with local community institutions, as well as, regional and international organizations, and to organize scientific seminars and courses aimed at developing English Language Department teachers.

4. Program Accreditation

The program has not received Accreditation

4. Program Accreditation

The program has not received Accreditation

5. External Influences

The program is affected by a number of internal and external influences. The program is also affected by the instructions of the Ministry of Higher Education and Scientific research, The Holy Abbasid Shrine and Al-Ameed University.

6. Program Structure				
Notes	Percentage	Credit Hours	Number of Courses	Requirements
	%50	42	21	Institution Requirements
	%38	125	48	College Requirements
				Department Requirements
	%12	Fulfilled	12	Summer Training
%100				Total

Credit Hours			Course Name	Course Code	Year / Level
Number of Units	Practical	Theoretical			
2		2	Democracy & Human Rights	1	First Stage 2026-2025
2	2	1	Computer	2	
3		3	Developmental Psychology	3	
6	2	4	Grammar	4	
2		2	Introduction to Literature	5	
2		2	Comprehension	6	
2	2	1	Conversation	7	
2		2	Arabic Language	8	
2		2	Environmental and Health Education	9	
3		3	Foundations of Education and Teaching	10	
2		2	The Islamic Education/ The Civilization	11	
3	2	2	Grammar	12	
2		2	Literature/ Short Story	13	

2	2	1	Conversation	14	The Second Stage 2026-2025
2	2	1	Phonetics	15	
2		2	Arabic Language	1	
2		2	Crimes of the Baath Regime in Iraq	2	
2	2	1	Curricula and Textbooks	3	
3	2	2	Grammar	4	
2		2	Literature/ Novel	5	
4	2	2	Phonetics	6	
3	2	2	Conversation	7	
4	2	2	Comprehension	8	
2	2	1	Computer	9	
3	2	2	Psychology of Classroom Thinking	10	
2		2	Educational Psychology	11	
3	2	2	Grammar	12	
2		2	Literature/ Play	13	
2		2	Composition	14	
2	2	1	Phonetics	15	
2		2	Comprehension	16	
2		2	General Teaching Methods and Their Applications	1	Third Stage 2026-2025
2		2	Counseling and Education for Individuals with Special Needs	2	
2		2	Measurement and Evaluation	3	
2		2	Leadership and Educational Administration	4	
4		4	Linguistics	5	
2	2	1	Literature/ Play	6	
2	2	1	Article	7	
6	2	4	Grammar	8	

2		2	Arabic Literature	9	
2	2	1	Action Research Methodology	10	
3	2	2	Educational Technology and Its Applications	11	
2		2	Sustainable Development	12	
2		2	Linguistics	13	
2	2	1	Poetry	14	
3	2	2	Grammar	15	
3	2	2	Translation	16	
2		2	Philosophy	1	
3	2	2	Specialized Teaching Methods	2	
2		2	Professional Ethics	3	
	4	1	Practical Education 1 (Observation)	4	
2	2	2	Grammar	5	
2	2	1	Translation	6	
2	4		Tests	7	
3		3	Poetry	8	
1	2		Graduation Research Project	9	
1	2		Graduation Research Project	10	
12			Practical Education 2 (Application)	10	

**Fourth Stage
2026-2025**

8. Expected Learning Output

The Cognitive Aspect

The Educational Output	The Goal
1. Demonstrating the highest level of understanding and awareness of the scientific and professional aspects and educational competencies associated with the practice of the teaching profession.	Providing the students with the scientific and educational knowledge to support

2. Appreciating the importance of learning and self-development and its impact on both the education system and the education recipient.	community services in educational institutions.
The Skill Aspect	
The Educational Output	The Goal
1. Applying comprehensive teaching methods related to the psychological, social, and behavioral needs of education recipients.	Enabling the student to master the practical and applied skills related to the teaching profession based on practice-based scientific system
2. Identifying actual and potential needs related to learning difficulties and developing scientific plans to overcome them.	
The Value Aspect	
The Educational Output	The Goal
1. Commitment to standards of professional, ethical and legal conduct when practicing the teaching profession	Enhancing the student's ability to demonstrate the highest level of communication and effective participation
2. Involvement of health team members and local community institutions in drawing up comprehensive action plans for health care recipients	
3. Communicate effectively with faculty members to learn communication and IT skills.	

9. Teaching and Learning Strategies
<ul style="list-style-type: none"> - The Lecture Method. - Discussion method. - Linguistic teams method. - Brainstorming strategy. - Conceptual modification strategy
10. The Evaluation Methods
<ul style="list-style-type: none"> - Multiple choice tests. - Role play and conversation test. - Unmarked essay test. - Short tests. - Work sample test.

11. Faculty Members					
Numbers of the Teaching Staff		Special Requirements and Qualification	Specialization		Academic Rank
Lecturer	Staff		Specific	General	
0	2	Higher Certificate and Methodology of Teaching Certificate	0	2	Professor
1	0		0	0	Assistant Professor
2	1		0	1	A Lecturer
1	4		0	4	Assistant Lecturer

12. Professional Development

Orienting New Faculty Members

The certificate and academic title are necessary requirements for faculty members, as well as developing skills through their participation in the activities of the program to develop the capabilities and abilities of teachers. The performance of the teacher will be subject to an evaluation at the end of each academic year (performance evaluation in addition to the necessity of obtaining certificates of eligibility teaching).

Professional ware for faculty members

A program for developing the capabilities and abilities of teachers is prepared annually, and feedback is taken from students about teaching and learning methods, and the results are discussed after conducting statistical analysis.

13. Acceptance Criteria

The student is accepted into the program according to the instructions of the Ministry of Higher Education and Scientific Research, which are updated annually.

14. The most Important Sources of Information about the Program

1. Guide to the College of Basic Education for Women 1
2. The official website of the College of Basic Education for Women (<https://alameed.edu.iq/>)<https://alameed.edu.iq/>

15. Program Development Plan

The program is submitted to periodic development by the curriculum development committees emanating from the Deans' Committee of the Iraqi Faculties of basic education.

16. Curriculum Skills Framework

Required Learning Outcomes										Curriculum Details			
Values Objectives			Skills Objectives				Cognitive Objectives			Core Or Optional	Course Name	Course Code	Year / Level
3هـ M.T 3	3هـ م.ت 2	3هـ M.T 1	H2 م.ت 4	H2 M. T3	H2 M.T 2	H2 M.T 1	H1 M.T 3	H1 M.T 2	H1 M.T 1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Basic	Democracy and Human Rights	1	The First Stage
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Basic	Computer	2	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Basic	Developmental Psychology	3	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Basic	Grammar	4	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Introduction to Literature	5	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Comprehension	6	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Basic	Conversation	7	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Basic	Arabic Language	8	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Basic	Environmental and Health Education	9	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Basic	Foundations of Education and Teaching	10	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Basic	The Islamic Education/ Civilization	11	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Basic	Grammar	12	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Basic	Literature/ Short Story	13	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Basic	Conversation	14	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Phonetics	15	

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Arabic Language	1	The Second Stage
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Crimes of the Baath Regime in Iraq	2	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Curricula and Textbooks	3	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Grammar	4	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Literature/ Novel	5	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Phonetics	6	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Conversation	7	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Comprehension	8	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Computer	9	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Psychology of Classroom Thinking	10	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Educational Psychology	11	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Grammar	12	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Literature/ Play Composition	13 14	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Phonetics	15	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Comprehension	16	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	General Teaching Methods and Their Applications	1	The Third Stage
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Counseling and Education for Individuals with Special Needs	2	

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Measurement and Evaluation	3	The Fourth Stage
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Leadership and Educational Administration	4	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Linguistics	5	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Literature/ Play	6	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Article	7	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Grammar	8	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Arabic Literature	9	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Action Research Methodology	10	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Educational Technology and Its Applications	11	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Sustainable Development Linguistics	12 13	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Poetry Grammar	14 15	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Translation	16	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Philosophy	1	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Specialized Teaching Methods	2	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Professional Ethics	3	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Practical Education 1 (Observation)	4	

✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Grammar	5	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Translation	6	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Tests	7	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Poetry	8	
											Graduation Research Project	9	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Graduation Research Project	10	
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Core	Practical Education 2 (Application)	11	

H (Objective), MT (Educational Output)

Course Description

This course description provide a brief overview about the most important characteristics of the course and the expected learning outcomes that the student should achieve demonstrating whether he has maximized the benefits from the available learning opportunities and it must be linked between them and to the description of the program

Course Description Template

Institution: Al-Ameed University – College of Basic Education for Women	Educational Institution	1
Department / Center: English Department	Science Department/ Centre	2
Course Title / Code: Novel Literature	Course Name / Code	3
Mode of Attendance: In-person. Face to face	Available Attendance Modes	4
Semester / Academic Year: Fourth Semester – Second Stage	Term / Year	5
Total Contact Hours: 2 hours per week 30 hours	Total Study Hours	6
May 2025	Date of Preparing this Description	7

<p style="text-align: center;">8. Course Objectives:</p> <ul style="list-style-type: none"> • To introduce students to the genre of the novel and its historical development. <ul style="list-style-type: none"> • To provide critical insight into the life and works of Ernest Hemingway. • To explore and analyze the literary elements in <i>The Old Man and the Sea</i>. <ul style="list-style-type: none"> • To develop students' ability to critically engage with literary texts. • To encourage reflective discussion on symbolism, themes, and writing styles. 	<p>Course Objectives</p>	<p>8</p>
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9. Learning Outcomes, Teaching & Assessment Methods:

A. Cognitive Objectives

A1. Understand the key concepts of novel literature.

A2. Identify Hemingway's major contributions to literature.

A3. Analyze major themes and literary devices in *The Old Man and the Sea*.

A4. Evaluate the symbolic and stylistic features of Hemingway's writing.

A5. Compare Hemingway's work to other literary forms.

A6. Apply literary terminology in classroom discussions and assignments.

B. Skill - Based Objectives

- B1. Analyze literary texts in both oral and written forms.
- B2. Develop interpretive arguments based on textual evidence.
- B3. Use academic language to discuss literary works.
- B4. Conduct independent research related to novel literature.

Teaching and Learning Methods:

- Lectures and classroom discussions
- Group work and student presentations
 - Guided reading and critical analysis
- Use of multimedia resources and literary excerpts

Assessment Methods:

- Quizzes and midterm exams
- Class participation and presentations
 - Research papers and assignments
 - Final written examination

C. Affective Objectives

- C1. Appreciate the value of literary texts in understanding human experience.
- C2. Show engagement with ethical and existential questions in literature.

C3. Respect differing interpretations in literary discussion.

C4. Demonstrate responsibility and collaboration in class activities.

Teaching and Learning Methods:

- Reflective writing and peer response
- Group projects and interactive dialogue

Assessment Methods:

- Class contribution and group participation
 - Peer and instructor feedback

D. General and Transferable Skills

D1. Critical thinking and analytical reasoning

D2. Effective written and oral communication

D3. Teamwork and time management

D4. Research and academic writing skills

10. Course Structure

Week	Topic	Learning Outcomes	Teaching Method	Assessment Method	Hours
1	Introduction to Novel	A1, D1	Lecture, discussion	Quiz	2
2	Life of Ernest Hemingway	A2, D3	Lecture, video material	Presentation	2
3	Hemingway's Major Works	A2, B4	Group work	Assignment	2
4	The Old Man and the Sea	A3, C1	Reading, analysis	Participation	2
5	Detailed Observations	A3, B1	Guided notes	Quiz	2
6	Class Discussions	A4, D2	Group discussion	Oral presentation	2
7	Dreams in the Novel	A5, C2	Lecture + peer debate	Written reflection	2
8	Themes in the Novel	A5, B3	Interactive lecture	Midterm exam	2
9	Symbolism and Imagery	A4, C3	Literary workshop	Assignment	2
10	Tragic Vision in the Novel	A6, D1	Comparative analysis	Quiz	2
11	Hemingway's Style	A6, B2	Seminar-style discussion	Final project prep	2
12	Review and Practice	All	Practice exam & review	Final exam	2

11. Course Materials

Prescribed Textbooks:

- The Old Man and the Sea by Ernest Hemingway

Main References:

- An Introduction to Drama by George Whitefield
 - Mastering English Literature by Richard Hill
- English Literature: A Survey for Students by J.B. Wilson

Supplementary Resources:

- Academic journals and critical essays on Hemingway
- Online platforms such as JSTOR, Project Gutenberg, and literary websites

12. Course Development Plan

The instructor is allowed to modify or add up to 20% of the course content to enhance learning outcomes, based on class needs and updated literary resources.

1. Course Name: Grammar	
2. The course coDe: does not exist	
3. Chapter Two / Phase Two	
4. Date of preparation of this description : 2026 /4/6	
5. Available attendance formats: In Person	
6. Total hours and credit units: 2 Hours	
2. Name of the course coordinator	
Email	Name
Razzaqeducation@yahoo.com	Prof. Dr. Razzaq Mukheef Al- Shaafy

3. Course Objectives

The course aims to equip students with the skills to use grammatical rules in forming
.the passive voice, conditional sentences, and indirect speech
The direct with additions in English

Teaching and Learning Strategies .3

Curriculum Structure .4					
Evaluation Method	Learning method	Unit or Topic Name	Required Learning Outcomes	The hours	Week
Written	Communicative	passive voice	Learning the passive voice	2	1
Written	Communicative	In declarative sentences	Learning in declarative sentences	2	2
Written	Communicative	In questions	Learning in questions	2	3
Written	Communicative	Conditional sentences	Learning conditional sentences	2	4
Written	Communicative	In the present tense	Learning conditionals in the present tense	2	5
Written	Communicative	In the Past	Learning Conditionals in the Past	2	6
					7
Written	Communicative	In the Past Perfect	Learning Conditionals in the Past Perfect	2	8
Written	Communicative	Indirect Speech	Learning Indirect Speech	2	9
Written	Communicative	In Declarative Sentences	Learning Indirect Speech in Declarative Sentences	2	10
Written	Communicative	In Questions	Learning Indirect Speech in Questions	2	11
Written	Communicative	In the matter	Indirect learning in the matter	2	12
Written	Communicative	In the negative matter	Indirect learning in the negative matter	2	13
					14
Written	Communicative	Exercises	Exercises	2	15
Course evaluation .5					
Evaluation				Grade criterion	
Formative		Summative			
Grade	Evaluation Methods	Grade	Evaluation Methods	Excellence)90-100(- (Very Good (80 - less than 90 - (than 80 Good (70 - less - (Average (60 - less than 70 - (Acceptable (50 - less than 60 - Poor (less than 50) -	
%1	Daily Exams	20	First Monthly Written Exam		
%1	Seminars	15	Second Monthly Exam - Written		
%1	Reports		Practical Semester Assessment		
%1	Participation		Final Practical Exam		

%1	Voluntary Work	60	Final Theoretical Exam	
	%5		%95	Total Grades)100%(
Learning and teaching resources .6				
<ol style="list-style-type: none"> 1. English grammar in use 2. A practical English grammar 				

Secondly. Course description

Course name: Translation .1	
Course code: None .7	
Chapter six / Year 2025-2026 .8	
Date of preparation of this description: 30/3/2026 .9	
Available attendance formats: In-person .10	
Total hours and credit units: 30 .11	
Name of the course coordinator .12	
Email	Name
RiyadTariq@alameed.edu.iq	Prof. Riyad Tarek Kazem
Course objectives .13	
.Teaching students the basic initial principles of translation and its appreciation	
Teaching and Learning Strategies .14	
Theoretical lectures -1 Discussions -2	

Curriculum Structure .15					
Evaluation Method	Learning method	Unit or Topic Name	Required Learning Outcomes	The hours	Week
Exam	Theoretical	Meanings of translation	Teaching the meanings of translation	2	1
Exam	Theoretical	Principles of translation	Teaching the principles of translation	2	2
Exam	Theoretical	Source and Target language	Teaching the source language and the target language	2	3
Exam	Theoretical	Basis and meaning	Teaching the Basic of Translation	2	4
Exam	Theoretical	Theories of translation	Teaching translation theories	2	5
Exam	Theoretical	Types of texts	Teaching Types of texts	2	6
Writtem tests					7
Exam	Theoretical and Practical	Words, phrases and sentences	Teaching Words, phrases and sentences	2	8
Exam	Theoretical and Practical	Words, phrases and sentences	Teaching Words, phrases and sentences	2	9
Exam	Theoretical and Practical	Proverbs, idioms and jokes	Proverbs, idioms and jokes	2	10
Exam	Theoretical and Practical	Proverbs, idioms and jokes	Proverbs, idioms and jokes	2	11
Exam	Theoretical and Practical	Paragraph	Paragraph	2	12
Exam	Theoretical and Practical	Paragraph	Paragraph	2	13
Written examination					14
	Practical	Practice	Exercises	2	15
Course evaluation .16					
Evaluation				Grade criterion	
Formative		Summative			
Grade	Evaluation Methods	Grade	Evaluation Methods	Excellence)90-100(- Very Good (80 - less than 90) - Good (70 - less than 80) - Average (60 - less than 70) - Acceptable (50 - less than 60) -	
%1	Daily Exams	15	First Monthly Written Exam		
%1	Seminars	15	Second Monthly Exam Written –		

%1	Reports	5	Practical Semester Assessment	Poor (less than 50) -
%1	Participation		Final Practical Exam	
%1	Voluntary Work	60	Final Theoretical Exam	
%5		%95		Total Grades)100%(
Learning and teaching resources .17				
Principles of Translation by Y. Aziz & M. S. Lataiuuish Translation with reference to English and Arabic: A Practical Guide by Farghal & Shunnaq				

Secondly. Course description

Course Name: Conversation .1	
Course code: None .18	
Chapter Four / Academic Year 2025-2026 .19	
Date of preparation of this description: 30/3/2026 .20	
Available attendance formats: In-person .21	
Total Number of Hours and Credit Units: 45 .22	
Name of the course coordinator .23	
Email	Name
RiyadTariq@alameed.edu.iq	Prof. Riyad Tarek Kazem
Course objectives .24	
Teaching students how to communicate and engage in dialogue, and teaching them .listening and speaking skills	
Teaching and Learning Strategies .25	
Theoretical lectures -1 Discussions -2	

Curriculum Structure .26					
Evaluation Method	Learning method	Unit or Topic Name	Required Learning Outcomes	The hours	Week
Exam	Theoretical and Practical	Asking the way	Teaching how to ask for directions	3	1
Exam	Theoretical and Practical	On a bus	Teaching dialogue on the bus	3	2
Exam	Theoretical and Practical	At a lunch	Teaching conversation about lunchtime	3	3
Exam	Theoretical and Practical	Tea-time + In a restaurant	Teaching dialogue about tea time and communication in the restaurant	3	4
Exam	Theoretical and Practical	Making an appointment	Teaching them the dialogue about making appointments	3	5
Exam	Theoretical and Practical	At a barber's shop	Teaching the dialogue in a barber's shop	3	6
Written exam					7
Exam	Theoretical and Practical	Asking about health	Teaching the dialogue about asking about health	3	8
		At a doctor's surgery	Teaching the dialogue in a doctor's surgery	3	9
Exam	Theoretical and Practical	Meeting people after a long time	Teaching the dialogue about meeting people after a long time	3	10
Exam	Theoretical and Practical	Introduction and opening conversation	Teaching dialogue about how to start a conversation	3	11
Exam	Theoretical and Practical	Saying good-bye	Teaching dialogue about how to say goodbye	3	12
Exam	Theoretical and Practical	Asking people to repeat	Teaching dialogue about how to ask the speaker to repeat	3	13
Written exam					14
	Practical	Apologizing	Teaching dialogue about apologizing	3	15
Course evaluation .27					
Evaluation				Grade criterion	
Formative		Summative			
Grade	Evaluation Methods	Grade	Evaluation Methods	Excellence)90-100(- Very Good (80 - less than 90) - Good (70 - less than 80) -	
%1	Daily Exams	15	First Monthly Written Exam		

%1	Seminars	15	Second Monthly Exam Written –	Average (60 - less than 70) - Acceptable (50 - less than 60) - Poor (less than 50) -
%1	Reports	5	Practical Semester Assessment	
%1	Participation	10	Final Practical Exam	
%1	Voluntary Work	50	Final Theoretical Exam	
%5		%95		Total Grades)100%(
Learning and teaching resources .28				
Situational Dialogues by Michael Ockenden Person to Person 1 & 21 by J. C. Richards, D. Bycina & I. Wisniewskq				

grammar / / Course Name .1	
Course Code: None .29	
Chapter Two / Year .30	
Date of preparation of this description: 30/3/2026 .31	
Available attendance formats: In-person .32	
Total Credit Hours and Study Units: 4 weekly .33	
Name of the course coordinator .34	
Email	Name
Razzaq_education@yahoo.com	Dr. Razzaq Naif Makheef Kazem Al-Shafi
Course objectives .35	
<p>The course aims to equip students with skills in using grammar in verb types, classifying verbs into main and auxiliary, time-specific and non-time-specific, as well as learning the infinitive and the derived noun from the verb</p>	
Teaching and Learning Strategies .36	

Theoretical lectures -1

Discussions -2

Curriculum Structure .37					
Evaluation Method	Learning method	Unit or Topic Name	Required Learning Outcomes	The hours	Week
Written / Practical	Communicative	Types of Verbs	Learning Verb Types	4	1
Written / Practical	Communicative	The regular verb	Learn the regular verb	4	2
Written / Practical	Communicative	Auxiliary verbs	Learn the auxiliary verbs	4	3
Written / Practical	Communicative	Primary auxiliary verbs	Learn the primary auxiliary verbs	4	4
Written / Practical	Communicative	Secondary auxiliary verbs	Learn the secondary auxiliary verbs	4	5
Written / Practical	Communicative				6
					7
Written / Practical	Communicative	Classification of verbs	Learn types of verbs	4	8
Written / Practical	Communicative	Time-defined verbs	Learn time-specific verbs	4	9
Written / Practical	Communicative	Non-time-defined verbs	Learn non-time-defined verbs	4	10
Written / Practical	Communicative	Types of the source	Learn the source	4	11
Written / Practical	Communicative	Types of verbal nouns	Learn the derived noun from the verb	4	12
Written / Practical	Communicative	Passive participle	Learn the passive participle	4	13
					14
Written / Practical	Communicative	Types of Additions	Learn the additions	4	15
Course Evaluation .38					
Evaluation				Grade criterion	
Formative		Summative			
Grade	Evaluation Methods	Grade	Evaluation Methods	Excellence)90-100(- Very Good (80 - less than 90) - Good (70 - less than 80) - Average (60 - less than 70) - Acceptable (50 - less than 60) -	
%1	Daily Exams	20	First Monthly Written Exam		
%1	Seminars	15	Second Monthly Exam - Written		

%1	Reports		Practical Semester Assessment	Poor (less than 50) -
%1	Participation		Final Practical Exam	
%1	Voluntary Work	60	Final Theoretical Exam	
%5		%95		Total Grades)100%(
Learning and Teaching Resources .39				

Second. Course Description

Course Name: Conversation .1	
The course code does not exist .40	
Chapter Two / Academic Year 2025-2026 .41	
Date of preparation of this description: 30/3/2026 .42	
Available Attendance Forms: In-Person .43	
Total hours and credit units: 30 .44	
Name of the course coordinator .45	
Email	Name
RiyadTariq@alameed.edu.iq	Prof. Riyad Tarek Kazem
Course objectives .46	

Teaching students how to communicate, engage in dialogue, and use listening and speaking .skills

Teaching and Learning Strategies .47

Theoretical lectures -1

Discussions -2

Secondly. Course description

Course Name Introduction to Computer Science and Its Applications .1

Course code: None .48

Chapter One / Academic Year 2025-2026 .49

Date of Preparation of this Description: 3/4/2026 .50

Available attendance forms: In-person (theoretical / practical) .51

Total hours and course units: 3 hours per week .52	
Name of the course coordinator .53	
Email	Name
zainabali074@gmail.com	Ms. Zainab Ali Mohammed
Course objectives .54	
<p style="text-align: center;">:By the end of this course, the student will be able to</p> <p style="text-align: center;">.1 Identify the computer and its essential components .1</p> <p style="text-align: center;">.2 Understand the difference between hardware and software components of a computer .2</p> <p style="text-align: center;">.3 Operate the computer and interact with the Windows operating system .3</p> <p style="text-align: center;">.4 Create and format text documents using Microsoft Word .4</p> <p style="text-align: center;">.5 Save and print documents correctly .5</p> <p style="text-align: center;">.6 Use basic tools in Word such as text formatting, adding tables, and symbols .6</p> <p style="text-align: center;">.7 Handling files and folders on the desktop and fully understanding desktop commands and screen properties .7</p> <p style="text-align: center;">.8 Developing practical skills that benefit in preparing reports and university research .8</p>	
Teaching and Learning Strategies .55	
<p style="text-align: center;">:Interactive lectures .1</p> <p style="text-align: center;">Presenting theoretical concepts through simplified lectures with real-life examples, encouraging students to ask questions and participate</p> <p style="text-align: center;">:Practical (applied) education .2</p> <p style="text-align: center;">Regular laboratory sessions to apply skills practically, such as operating the computer, writing Word documents, and saving files</p> <p style="text-align: center;">:Project-based learning .3</p> <p style="text-align: center;">Assigning students to prepare a document using Word (such as a resume or a simple report) to integrate the skills acquired into a real project</p> <p style="text-align: center;">:Live demonstrations .4</p> <p style="text-align: center;">Using a projector or screen recording to show the steps of working on the computer in front of the students step by step</p> <p style="text-align: center;">:Household tasks (assignments) .5</p>	

Simple exercises like opening a Word document, formatting it, and sending it via email,
.which enhance self-learning

:Short classroom discussions .6

Asking motivational questions about the uses of computers in daily life and linking them to
.students' specializations

:Self-assessment and feedback .8

Providing students with models to evaluate their work and constructive feedback to improve
.performance, especially in using Word tools

Curriculum Structure .56

Evaluation Method	Learning method	Unit or Topic Name	Required Learning Outcomes	The hours	Week
Class participation	Interactive lecture	Introduction to computers	He becomes familiar with computers and their importance in .daily life	2	1
Short Test	Lecture + Discussion	Computer Hardware and Software Components	He distinguishes between hardware and software components of the .computer	2	2
Practical Exercise	Practical Application	Starting the computer and interacting with the operating system	The computer operates and handles files and folders	3	3
My homework	Demonstration + Application	Introduction to Word	Open Word and create a new .document	3	4
Practical Evaluation	Practical Application	Text Formatting	Format the texts using formatting tools	2	5
Individual Application	Practical Explanation	Inserting Tables and Symbols	Inserts a table and symbol in a Word document	2	6
Practical Assignment	Practical Application	Saving and Printing the Document	Saves and prints a Word document in multiple formats	2	7
Midterm examination	Theoretical and practical test	Midterm exam	Measures the student's understanding of previous skills	2	8
Mini project	Practical training	Cover and letterhead design	Serves as a cover and letterhead for an official document	2	9
Practical evaluation	Live presentation + application	Text correction and proofreading	Uses spell-checking tools	2	10
Oral presentation	Collaborative application	Prepare a report using Word	Write a simple report using Word	3	11
Participation and self-assessment	Open discussion + practical review	Comprehensive review	Review all previous skills	2	12
Training assignment	Practical workshop	Solve the assessment exercises	Solve exercises similar to the final exam	2	13
Project presentation	Group work	Preparation for the final project	Applies skills in a comprehensive project	2	14
Final Exam	Comprehensive Test	Final exam	Evaluated on both theoretical and practical aspects	3	15

Course evaluation .57				
Evaluation				Grade criterion
Formative		Summative		
Grade	Evaluation Methods	Grade	Evaluation Methods	Excellence)90-100(- Very Good (80 - less than 90) - Good (70 - less than 80) - Average (60 - less than 70) - Acceptable (50 - less than 60) - Poor (less than 50) -
%1	Daily Exams	10	First Month Theory Exam	
%1	Seminars	10	Second Monthly Exam - Written	
%1	Reports	10 + 10	Practical Semester Assessment	
%1	Participation	20	Final Practical Exam	
%1	Practical Application	40	Final Theoretical Exam	
%5		%95		
Learning and teaching resources .58				
<p style="text-align: center;">Introduction to Computer - Dr. Abdul Razak Abdullah Hassan .1</p> <p>It is widely used in Iraqi universities, especially in non-technical colleges. It covers basic concepts and an introduction to • .office software</p> <p style="text-align: center;">Computer and Its Applications - Dr. Ahmad Fawzi Al-Hiti .2</p> <p>.A textbook that includes computer principles with applications on Word, Excel, PowerPoint, and Internet •</p> <p style="text-align: center;">Basics of Computer and Office Applications - Dr. Khaled Salama .3</p> <p>.It contains a simplified practical explanation of computer skills in academic and administrative contexts •</p> <p style="text-align: center;">Digital Transformation and Information Technology – Ministry of Higher Education and Scientific Research – Iraq .4</p> <p>A booklet issued as part of the vision for developing digital education in Iraq, integrating concepts of information • .technology with e-learning</p> <p style="text-align: center;">-----</p> <p style="text-align: center;">Secondly: Foreign Books (in English)</p> <p style="text-align: center;">Introduction to Computers – Peter Norton .5</p> <p>.A classic book used in many colleges, sometimes translated. It provides a good theoretical background for computers •</p> <p style="text-align: center;">.Discovering Computers – Misty E. Vermaat et al .6</p> <p>Used in technical colleges and some private universities in Iraq, it addresses modern topics such as digital security and cloud • .applications</p> <p style="text-align: center;">Microsoft Office 365: In Practice – Randy Nordell .7</p> <p>.An excellent reference for Office applications Word, Excel, PowerPoint with professional explanations •</p> <p style="text-align: center;">Computers Are Your Future – Catherine LaBerta .8</p> <p>.A book aimed at beginners, explaining concepts in a simplified manner suitable for non-scientific disciplines •</p>				

Course Description

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

Course Description Template

Institution: Al-Ameed University – College of Basic Education for Women	Educational Institution	1
Department / Center: English Department	Science Department / Center	2
Course Title / Code: Novel Literature	Course Name / Code	3
Mode of Attendance: In-person. Face to face	Available Attendance Modes	4
Semester / Academic Year: Fourth Semester – Second Stage	Term / Year	5
Total Contact Hours: 2 hours per week 30 hours	Total Study Hours	6
May 2025	Date of Preparation of this Description	7
8. Course Objectives: <ul style="list-style-type: none"> • To introduce students to the genre of the novel and its historical development. • To provide critical insight into the life and works of Ernest Hemingway. • To explore and analyze the literary elements in The Old Man and the Sea. 	Course Objectives	8

<ul style="list-style-type: none">• To develop students' ability to critically engage with literary texts.• To encourage reflective discussion on symbolism, themes, and writing styles.		
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9. Learning Outcomes, Teaching & Assessment Methods:

A. Cognitive Objectives

A1. Understand the key concepts of novel literature.

A2. Identify Hemingway's major contributions to literature.

A3. Analyze major themes and literary devices in *The Old Man and the Sea*.

A4. Evaluate the symbolic and stylistic features of Hemingway's writing.

A5. Compare Hemingway's work to other literary forms.

A6. Apply literary terminology in classroom discussions and assignments.

B. Skill-based Objectives

B1. Analyze literary texts in both oral and written forms.

B2. Develop interpretive arguments based on textual evidence.

B3. Use academic language to discuss literary works.

B4. Conduct independent research related to novel literature.

Teaching and Learning Methods:

- Lectures and classroom discussions
- Group work and student presentations
- Guided reading and critical analysis

- Use of multimedia resources and literary excerpts

Assessment Methods:

- Quizzes and midterm exams
- Class participation and presentations
- Research papers and assignments
 - Final written examination

C. Affective Objectives

C1. Appreciate the value of literary texts in understanding human experience.

C2. Show engagement with ethical and existential questions in literature.

C3. Respect differing interpretations in literary discussion.

C4. Demonstrate responsibility and collaboration in class activities.

Teaching and Learning Methods:

- Reflective writing and peer response
- Group projects and interactive dialogue

Assessment Methods:

- Class contribution and group participation
 - Peer and instructor feedback

D. General and Transferable Skills

D1. Critical thinking and analytical reasoning

D2. Effective written and oral communication

D3. Teamwork and time management

D4. Research and academic writing skills

10. Course Structure

Week	Topic	Learning Outcomes	Teaching Method	Assessment Method	Hours
1	Introduction to Novel	A1, D1	Lecture, discussion	Quiz	2
2	Life of Ernest Hemingway	A2, D3	Lecture, video material	Presentation	2
3	Hemingway's Major Works	A2, B4	Group work	Assignment	2
4	The Old Man and the Sea	A3, C1	Reading, analysis	Participation	2
5	Detailed Observations	A3, B1	Guided notes	Quiz	2
6	Class Discussions	A4, D2	Group discussion	Oral presentation	2
7	Dreams in the Novel	A5, C2	Lecture + peer debate	Written reflection	2
8	Themes in the Novel	A5, B3	Interactive lecture	Midterm exam	2
9	Symbolism and Imagery	A4, C3	Literary workshop	Assignment	2
10	Tragic Vision in the Novel	A6, D1	Comparative analysis	Quiz	2
11	Hemingway's Style	A6, B2	Seminar-style discussion	Final project prep	2
12	Review and Practice	All	Practice exam & review	Final exam	2

11. Course Materials

Prescribed Textbooks:

- The Old Man and the Sea by Ernest Hemingway

Main References:

- An Introduction to Drama by George Whitefield
 - Mastering English Literature by Richard Hill
- English Literature: A Survey for Students by J.B. Wilson

Supplementary Resources:

- Academic journals and critical essays on Hemingway
- Online platforms such as JSTOR, Project Gutenberg, and literary websites

12. Course Development Plan

The instructor is allowed to modify or add up to 20% of the course content to enhance learning outcomes, based on class needs and updated literary resources.

Second. Course Description

Course Name .1
Islamic Education
Course Code .59
Term / Year .60
Term: Second / Year: 2025-2026
/ Date of preparation of this description .61
20/4/2026
Available Attendance Modes .62
Weekly
Total hours and study units .63

Name of the course coordinator .64

Email

Name: Dr. Shayma Hamza Jaber Al-Jubouri

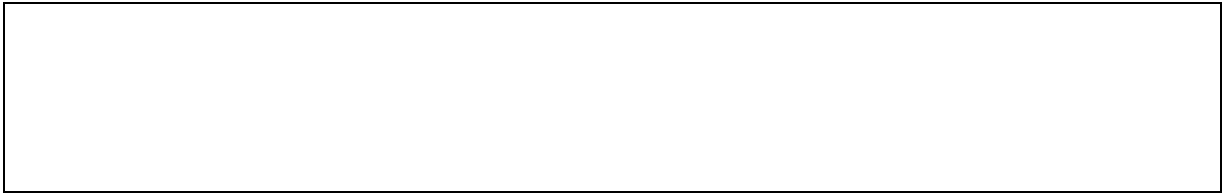
Shayma.karbala84@gmail.com

Course objectives .65

- Students should understand the essence of the science of Principles of –
 .Religion
- Students should distinguish the terminologies of the science of Principles –2
 .of Religion and understand the reasons for their multiplicity
- .Study the pillars of faith and their understanding among Islamic sects –3
- Students should be familiar with the subject of the science of principles –4
 .and the purpose of its study
- .Students should recall the meaning of monotheism and its proofs –5
- Students should understand the meaning of atheism, its causes, and the –6
 .dangers of its spread

Teaching and Learning Strategies .66

- The traditional method represented by explanation on the •
 .teaching board
- .Group discussions with students (groups) •
- Role exchange •
- .Duties of Safia •
- .Brainstorming •
- Encouraging students to submit reports relevant to the •
 .course vocabulary
- Encouraging students to create posters and flyers related to •
 .the course
- Asking questions about the course and assigning students to •
 .find the answers



Curriculum Structure .67

Evaluation Method	Learning method	Unit or Topic Name	Required Learning Outcomes	The hours	Week
Test	Dialogue and discussion	Definitions of the science of the roots of religion and weighing them against each other	Introduction to the science of the roots of religion	2	1
Test	Reports	Names of the Science of Principles of Religion and the Reason for the Naming	Names of the Science of Principles of Religion	2	2
Test	Reports	Introduction to Theology – Its Subject – Its Sections	Theology	2	3
Test	Groups	Articles of Faith in Different Schools	Articles of Faith	2	4
Test	Mind Mapping	Introduction to the Necessary Existence – Reasons for Researching It – Evidence of – Existence	Existence	2	5
	Role exchange	Introduction to the Guide – Logical Induction – Textual Induction	Guide of Occurrence	2	6
First Month Exam					7
Test	Brainstorming	Introduction to the Guide – Logical Induction – Textual Induction	Guide to Care and Invention (Systems)	2	8

Test	Role exchange	Introduction to Tawheed – Its Sections – Its Proofs	Tawheed	2	9
Test	Dialogue and Discussion	Divine Attributes of Self-Existence	Tawheed of Attributes and Its Sections	2	10
Test	Brainstorming	What is permissible and what is not permissible regarding Him, the Almighty		2	11
Test	Dialogue and Discussion	Negative and Psychological Divine Attributes		2	12
Test	Reports + Dialogue and Discussion	Introduction - Its Causes - Confrontation	Atheism	2	13
Second Month Exam					14
	Dialogue and Discussion	Negative Divine Attributes		2	15
Course evaluation .68					
Evaluation				Grade criterion	
Formative		Summative			
Grade	Evaluation Methods	Grade	Evaluation Methods	Excellence)90-100(- Very Good (80 - less than 90) - Good (70 - less than 80) - Average (60 - less than 70) - Acceptable (50 - less than 60) - Poor (less than 50) -	
%1	Daily Exams	15	First Monthly Written Exam		
%1	Seminars	15	Second Monthly Exam - Written		
%1	Reports	Without	Practical Semester Assessment		

%1	Participation	Without	Final Practical Exam	
%1	Voluntary Work	30	Final Theoretical Exam	
%5		%95		Total Grades)100%(
Learning and teaching resources .69 <ul style="list-style-type: none"> Imamate Beliefs: Sheikh Al-Mudhafar • Summary of the Principles of Religion: Sayyid Muhammad Baqir al-Sadr • The Beginning of Wisdom: Muhammad Hussein Tabatabai • The Divine: Sheikh Jaafar Al-Sabhani • Clarifying the Arguments: Jawadi Amoli • Confronting Atheism: Sheikh Haidar Al-Ahsaei • 				

Curriculum Structure .70

Evaluation Method	Learning method	Unit or Topic Name	Required Learning Outcomes	The hours	Week
<p>Giving them short quizzes or oral assessments The teacher's way of explaining the lecture Active Learning Methods</p>	<p>The Lecture Asking Questions The Discussion Using Seminars and PowerPoint Active Learning Methods</p>	<p>Strategies for Developing Reading Skills</p>	<p>Teaching female students proficiency and teaching the language, both practical and theoretical, using modern methods and understanding the appropriate approach for each subject when teaching them in the future</p>	<p align="center">3</p>	<p align="center">1</p>
<p>Giving them short quizzes or oral assessments The teacher's way of explaining the lecture Active Learning Methods</p>	<p>The Lecture Asking Questions The Discussion Using Seminars and PowerPoint Active Learning Methods</p>	<p>Atrip to Mars</p>	<p>Teaching students to master and teach the language, both applied and theoretical, using modern methods and knowing the appropriate method for each subject when teaching them in the future</p>	<p align="center">3</p>	<p align="center">2</p>
<p>Giving them short quizzes or oral assessments The teacher's way of explaining the lecture Active Learning Methods</p>	<p>The Lecture Asking Questions The Discussion Using Seminars and PowerPoint Active Learning Methods</p>	<p>The Loss of Titanic</p>	<p>Teaching female students proficiency and teaching the language, both practical and theoretical, using modern methods and</p>	<p align="center">3</p>	<p align="center">3</p>

			understanding the appropriate approach for each subject when teaching them in the future		
<p>Giving them short quizzes or oral assessments The teacher's way of explaining the lecture Active Learning Methods</p>	<p>The Lecture Asking Questions The Discussion Using Seminars and PowerPoint Active Learning Methods</p>	Not Guilty	<p>Teaching female students proficiency and teaching the language, both practical and theoretical, using modern methods and understanding the appropriate approach for each subject when teaching them in the future</p>	3	4
<p>Giving them short quizzes or oral assessments The teacher's way of explaining the lecture Active Learning Methods</p>	<p>The Lecture Asking Questions The Discussion Using Seminars and PowerPoint Active Learning Methods</p>	Life on a Desert Island	<p>Teaching students to master and teach the language, both applied and theoretical, using modern methods and knowing the appropriate method for each subject when teaching them in the future</p>	3	5
<p>Giving them short quizzes or oral assessments The teacher's way of explaining the lecture Active Learning Methods</p>	<p>The Lecture Asking Questions The Discussion Using Seminars and PowerPoint Active Learning Methods</p>	It's Only Me	<p>Teaching female students proficiency and teaching the language, both practical and theoretical, using</p>	3	6

			modern methods and understanding the appropriate approach for each subject when teaching them in the future		
					7
<p>Giving them short quizzes or oral assessments The teacher's way of explaining the lecture Active Learning Methods</p>	<p>The Lecture Asking Questions The Discussion Using Seminars and PowerPoint Active Learning Methods</p>	<p>Link the sentences so as to create a précis using full stops and capital letters and conjunction where necessary.</p>	<p>Teaching female students proficiency and teaching the language, both practical and theoretical, using modern methods and understanding the appropriate approach for each subject when teaching them in the future</p>	3	8
<p>Giving them short quizzes or oral assessments The teacher's way of explaining the lecture Active Learning Methods</p>	<p>The Lecture Asking Questions The Discussion Using Seminars and PowerPoint Active Learning Methods</p>	<p>Special Difficulties</p>	<p>Teaching female students proficiency and teaching the language, both practical and theoretical, using modern methods and understanding the appropriate approach for each subject when teaching them in the future</p>	3	9

<p>Giving them short quizzes or oral assessments The teacher's way of explaining the lecture Active Learning Methods</p>	<p>The Lecture Asking Questions The Discussion Using Seminars and PowerPoint Active Learning Methods</p>	<p>Key Structure</p>	<p>Teaching female students proficiency and teaching the language, both practical and theoretical, using modern methods and understanding the appropriate approach for each subject when teaching them in the future</p>	<p>3</p>	<p>10</p>
<p>Giving them short quizzes or oral assessments The teacher's way of explaining the lecture Active Learning Methods</p>	<p>The Lecture Asking Questions The Discussion Using Seminars and PowerPoint Active Learning Methods</p>	<p>Vocabulary</p>	<p>Teaching students to master and teach the language, both practically and theoretically, using modern methods and knowing the appropriate method for each subject when teaching them in .the future</p>	<p>3</p>	<p>11</p>
<p>Giving them short quizzes or oral assessments The teacher's way of explaining the lecture Active Learning Methods</p>	<p>The Lecture Asking Questions The Discussion Using Seminars and PowerPoint Active Learning Methods</p>	<p>Comprehension and Preci</p>	<p>Teaching female students proficiency and teaching the language, both practical and theoretical, using modern methods and understanding the appropriate approach for each subject when</p>	<p>3</p>	<p>12</p>

			teaching them in the future		
Giving them short quizzes or oral assessments The teacher's way of explaining the lecture Active Learning Methods	The Lecture Asking Questions The Discussion Using Seminars and PowerPoint Active Learning Methods	Read the passage carefully and answer the questions.	Teaching female students proficiency and teaching the language, both practical and theoretical, using modern methods and understanding the appropriate approach for each subject when teaching them in the future	3	13
Second Monthly Exam					14
Giving them short quizzes or oral assessments The teacher's way of explaining the lecture Active Learning Methods	The Lecture Asking Questions The Discussion Using Seminars and PowerPoint Active Learning Methods	Give the synonyms of the words	Teaching female students proficiency and teaching the language, both practical and theoretical, using modern methods and understanding the appropriate approach for each subject when teaching them in the future	3	15
Course evaluation .71					
Evaluation				Grade criterion	
Formative		Summative			
Grade	Evaluation Methods	Grade	Evaluation Methods	Excellence)90-100(- Very Good (80 - less than 90) - Good (70 - less than 80) -	
%1	Daily Exams	Monthly + 5 + 15 Daily	First Monthly Written Exam		

%1	Seminars	Monthly + 5 + 15 Daily	Second Monthly Exam - Written	Average (60 - less than 70) - Acceptable (50 - less than 60) - Poor (less than 50) -
%1	Reports	Seminars by the students	Practical Semester Assessment	
%1	Participation	Third Monthly Exam	Final Practical Exam	
%1	Voluntary Work	degrees 60	Final Theoretical Exam	
%5		%95		Total Grades)100%(

Learning and teaching resources .72

Techniques and Principles in Language Teaching by Diane Larsen, F.

Curriculum Structure .73					
Evaluation Method	Learning method	Unit or Topic Name	Required Learning Outcomes	The hours	Week
Exam	Theoretical and Practical	Haven't we met before?	Teaching dialogue about asking about the previous meeting	2	1
Exam	Theoretical and Practical	I've heard a lot about you	Teaching dialogue about what is known previously	2	2
Exam	Theoretical and Practical	Where can I find a clothing store?	Teaching dialogue about how to find a clothing store	2	3
Exam	Theoretical and Practical	I feel terrible	Teaching dialogue about feeling ill	2	4
Exam	Theoretical and Practical	If you ask me...	Teaching dialogue about expressing opinions	2	5
Exam	Theoretical and Practical	Asking the way	Teaching dialogue about asking for directions	2	6
WRITTEN TESTS					7
Exam	Theoretical and Practical	On a bus + taking a taxi	Teaching dialogue on the bus and hiring a taxi	2	8
		Booking airline tickets	Teaching dialogue about booking airline tickets	2	9
Exam	Theoretical and Practical	Hiring a car + at a garage	Teaching dialogue about renting a car and at a garage	2	10
Exam	Theoretical and Practical	At lunch	Teaching dialogue about having meals	2	11
Exam	Theoretical and Practical	Tea-time	Teaching dialogue in tea drinking	2	12
Exam	Theoretical and Practical	With a friend in a coffee bar	Teaching dialogue with a friend in a café	2	13
WRITTEN TESTS					14
	Practical	In a restaurant	Teaching dialogue in a restaurant	2	15
Course evaluation .74					
Evaluation				Grade criterion Excellence)90-100(- Very Good (80 - less than 90) - Good (70 - less than 80) - Average (60 - less than 70) - Acceptable (50 - less than 60) -	
Formative		Summative			
Grade	Evaluation Methods	Grade	Evaluation Methods		
%1	Daily Exams	15	First Monthly Written Exam		
%1	Seminars	15	Second Monthly Exam - Written		

%1	Reports	5	Practical Semester Assessment	Poor (less than 50) -
%1	Participation	10	Final Practical Exam	
%1	Voluntary Work	50	Final Theoretical Exam	
%5		%95		Total Grades)100%(
Learning and teaching resources .75				
Person to Person 1 & 21 by J. C. Richards, D. Bycina & I. Wisniewskq Situational Dialogues by Michael Ockenden				

Secondly. Course description

Course name: Phonetic & phonology .1	
Course code: None .76	
Semester / Year: Second semester of the third academic year .77	
Date of preparation of this description: 10/4/2026 .78	
Available attendance formats: In-person .79	
Total number of hours and credit hours: 45 hours in the semester .80	
Name of the Program Coordinator .81	
Email	Name
Ah1306971@gmail.com	Ms. Nadia Thamer Khudir
Course objectives .82	
<p>Preparing university teachers with a balanced personality who are aware of their * national and professional educational roles, equipped with general knowledge, specialized expertise, good behavior, and the ethics of the educational profession. They should be prepared to keep up with contemporary life in light of modern technology, gaining skills that enable them to perform their duties in schools, especially in the field of life sciences</p> <p>Preparing a university teacher with linguistic and scientific competence in teaching the English language</p> <p>.Developing students' skills to comprehend English text</p> <p>.Training students in scientific research</p> <p>.Preparing specialized personnel in the methods of teaching English</p>	
Teaching and Learning Strategies .83	
<p>Teaching and learning methods include presenting the material in a simple and modern way, using the discussion method to present the content</p> <p>.Assessment methods: oral tests, written tests, activities, and research</p> <p>J - Affective and Value Goals 1) Focus on educational objectives. 2) Establish scientific goals. 3) Develop cognitive objectives. 4) Establish general human objectives</p> <p>D. General and Transferable Skills (other skills related to employability and personal development). 1) Develop basic language skills. 2) Develop speaking and writing skills. 3) .Develop student personality. 4) Develop scientific research methodology</p>	

Curriculum Structure .84

Evaluation Method	Learning method	Unit or Topic Name	Required Learning Outcomes	The hours	Week
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them	Introduction.	Cognitive Objectives Voice Enable .students to acquire language skills	3	1
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them	2. The Production of Speech Sounds.		3	2
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering	The Production of Speech Sounds.		3	3

	questions and .analyzing them				
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them	3. Long Vowels, Diphthongs, and Triphthongs.		3	4
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them	. Voicing and Consonants.		3	5
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them	4. Voicing and Consonants.		3	6
3				7	

40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them	5. The Phoneme.		3	8
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them	5. The Phoneme		3	9
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them	6. Fricatives and Affricates.		3	10
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration.	6. Fricatives and Affricates.		3	11

	(Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them				
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them	7. Nasals and Other		3	12
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them	7. Nasals and Other		3	13
					14
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning	Consonants.		3	15

	and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them				
Course evaluation .85					
Evaluation				Grade criterion	
Formative		Summative			
Grade	Evaluation Methods	Grade	Evaluation Methods	Excellence)90-100(- Very Good (80 - less than 90) - Good (70 - less than 80) - Average (60 - less than 70) - Acceptable (50 - less than 60) - Poor (less than 50) -	
%1	Daily Exams		First Monthly Written Exam		
%1	Seminars		Second Monthly Exam - Written		
%1	Reports		Practical Semester Assessment		
%1	Participation		Final Practical Exam		
%1	Voluntary Work		Final Theoretical Exam		
%5		%95			
Learning and teaching resources .86					
Recommended Textbooks: ● English Phonetics and Phonology by Peter Roac					

Second. Course Description

Course Name .1	
Composition	
Course Code .87	
EB02C225	
Term / Year .88	
Chapter Three - Second Year	
Date of Preparation of this Description .89	
1-1-2026	
Available Attendance Modes .90	
Mandatory	
Total Credit Hours and Units .91	
30	
Name of the course coordinator .92	
Email	Name
samah-alkaabi@alameed.edu.iq	Samah Abdul-sattar Jaber
Course objectives .93	
<ul style="list-style-type: none"> <li style="margin-bottom: 10px;">Understanding Types of Grammatical Sentences: To help students comprehend and classify sentences according to their grammatical structure, including simple, compound, and complex sentences. • <li style="margin-bottom: 10px;">Exploring Types of Semantic Sentences: To enable students to understand the meaning and function of different types of sentences such as declarative, interrogative, imperative, and exclamatory sentences. • <li style="margin-bottom: 10px;">Developing Skills in Constructing Unified Sentences: To ensure that students can write sentences that convey a clear and focused idea, while maintaining coherence in communication. • <li style="margin-bottom: 10px;">Improving Sentence Cohesion: To provide students with the ability to organize sentences in a logically cohesive manner, ensuring smooth transitions and flow within and between sentences. • <li style="margin-bottom: 10px;">Encouraging Sentence Structure Diversity: To train students to diversify the types and lengths of sentences in their writing, enhancing the quality of the work and its readability. • <li style="margin-bottom: 10px;">Enhancing the Quality of Sentences through Unity and Cohesion: To develop students' ability to evaluate and improve the quality of sentences by focusing on unity and cohesion for clearer communication. • 	
Teaching and Learning Strategies .94	

Lecture – Discussion – Practical Application – Role-playing

Curriculum Structure .95

Evaluation Method	Learning method	Unit or Topic Name	Required Learning Outcomes	The hours	Week
No	Lecture	Method of Assessment and course introduction	Introduction to Evaluation Awareness and Course Overview	3	1
Quiz	Lecture	Writing process	Understanding the Writing Process and Its Stages	3	2
My homework	Lecture	Prewriting	Recognizing the first stage of writing	3	3
My homework	Lecture	Writing the first draft-revising-editing and proofreading	Understanding what is included in the second, third, and fourth stages of writing	3	4
Quiz	Lecture	Sentence variety	Identifying Types of Sentences: The First 3 Types (Simple – Compound – (Complex	3	5
My homework	Lecture	Compound-complex sentence	Identifying the last type of complex compound sentences	3	6
1					7
Quiz	Lecture	Paragraph format- organization	Organizing paragraphs in writing	3	8
Quiz	Lecture	Capitalization and punctuation	Capitalization and punctuation	3	9
My homework	Lecture	Effective writing	Effective writing	3	10
Oral exam	Practical Application	Identifying topics and main idea	Identifying topics and main idea	3	11
Oral and written exam	Practical Application	Writing the paragraph	Final form of the paragraph	3	12

Oral and written exam	Practical Application	Free writing	Applying the previous explanation to writing	3	13
2					14
			Review	3	15
Course evaluation .96					
Evaluation				Grade criterion	
Formative		Summative			
Grade	Evaluation Methods	Grade	Evaluation Methods	Excellence)90-100(- Very Good (80 - less than 90) - Good (70 - less than 80) - Average (60 - less than 70) - Acceptable (50 - less than 60) - Poor (less than 50) -	
%1	Daily Exams	15	First Monthly Written Exam		
%1	Seminars	15	Second Monthly Exam - Written		
%1	Reports	-	Practical Semester Assessment		
%1	Participation	-	Final Practical Exam		
%1	Voluntary Work	60	Final Theoretical Exam		
%5		%95			
Learning and Teaching Resources Hafid, Moh.(2018). Basic Academic Writing. Bangkalan .97					

Second. Course Description

Course Name .1	
Specialized Research Methodology	
Course Code .98	
Term / Year .99	
Chapter Six - Third Year	
Date of Preparation of this Description .100	
1-1-2026	
Available Attendance Modes .101	
Mandatory	
Total Credit Hours and Units .102	
30	
Name of the course coordinator .103	
Email	Name
samah-alkaabi@alameed.edu.iq	Samah Abdul-Sattar Jaber
Course objectives .104	
:By the end of this course, the student is expected to be able to	
Define scientific research and explain its importance in academic and professional fields .1 Distinguish between different types of scientific research, such as theoretical (basic) research, applied research, procedural research, and evaluative research .2 Define the characteristics of educational research and its fundamental problems .3 Explaining the concept of experimental research and its importance in educational studies .4 Clarifying the steps of designing experimental research, including formulating hypotheses, identifying variables, and data collection methods .5 Explaining the terms and concepts used in designing experimental research .6 Differentiating between types of experimental designs, such as pre-experimental, quasi-experimental, and true experimental designs .7 Evaluating the quality of educational research through critical and logical analysis of sources and methodologies .8 Preparing for tests and semester assessments through review and active participation .9 Applying acquired research knowledge in actual educational situations to support future research or academic projects .10	.1 .2 .3 .4 .5 .6 .7 .8 .9 .10
Teaching and Learning Strategies .105	

Lecture – Discussion – Brainstorming – Practical Application

Evaluation Method	Learning method	Unit or Topic Name	Required Learning Outcomes	The hours	Week
Quiz	Lecture	What is Research?	The student should explain the concept of scientific research, its characteristics, and its importance in the academic context.	2	1
Short Exam	Lecture	Types of Research	The student should be able to enumerate types of research	2	2
Short Exam	Lecture	Pure or Basic Research	The student should distinguish between types of scientific research	2	3
Short Exam	Lecture	Applied or Field Research	To differentiate applied research from other types of research	2	4
Short Exam	Lecture	Action Research	Recognizing action research	2	5
Short Exam	Lecture	Evaluation Research	Evaluation Research	2	6
2					7
My homework	Lecture	Definitions of Educational Research	Definitions of Educational Research	2	8
My homework	Discussion	Problems in Educational Research	Problems in Educational Research	2	9
My homework	Lecture and Discussion	Experimental Methods of Research	The student should understand the experimental method in research	2	10
Short Exam	Lecture and Discussion	Steps of an Experimental Design	Steps of an Experimental Design	2	11
Quiz	Lecture and Discussion	Terms Used in Experimental Research Design	Identifying Key Terms Used in the Experimental Method of Research	2	12
Quiz	Lecture and Discussion	Types of Experimental Design	To list the types of experimental test designs	2	13

2 Exam				14
			Review	2
				15
Course evaluation				.107
Evaluation				Grade criterion
Formative		Summative		
Grade	Evaluation Methods	Grade	Evaluation Methods	Excellence)90-100(- Very Good (80 - less than 90) - Good (70 - less than 80) - Average (60 - less than 70) - Acceptable (50 - less than 60) - Poor (less than 50) -
%1	Daily Exams	15	First Monthly Written Exam	
%1	Seminars	15	Second Monthly Exam Written -	
%1	Reports	-	Practical Semester Assessment	
%1	Participation	-	Final Practical Exam	
%1	Voluntary Work	60	Final Theoretical Exam	
%5		%95		
Learning and teaching resources				.108
<p>What is Educational Research? By Verma G. K. and Ruth M.</p> <p>Researching Education: Perspectives and Techniques by Gajendra K. Verma and Kanka Mallick</p>				

Course Name	.1
<p>Interchange Third Edition</p> <p>Author : Jack C. Richards with Jonathan Hull and Susan Proctor</p> <p>1ST Class 1st term</p>	

Subject: Reading Comprehension

Interchange Intro 3rd Ed Student's Book (Interchange Third Edition) 3rd Cambridge University Press

Time : 2 hours a week

Tutor : Dr. Nada Abbas Anoon AL-Sultani

Interchange Third Edition

Author : Jack C. Richards with Jonathan Hull and Susan Proctor

First published 2005 17 printing 2007

EBO2C114 CODE Number .2

First stage

Term / Year .3

Chapter One / First Course for the Academic Year 2025-2026

Date of Preparation of this Description .4

2024/4/2

Available Attendance Modes .5

Hours Weekly (2)

Total Study Hours (60)/ Total Units)2(.6

Unit Weekly for 15 Weeks 1 / 30

Name of the Course Supervisor .7

Name: Dr. Nada Abbas Anton Ubaid Al-Sultani

Course Objectives .8

To enhance students' ability to use the English language to assist them in increasing their knowledge and improving their understanding of English terms and phrases

Objectives

The Comprehension Course for the First Level - English aims to develop students' skills in understanding and reading English texts, analyzing vocabulary and its contexts, and improving their ability to accurately answer reading comprehension questions. It focuses on correct pronunciation, increasing vocabulary, and enabling students to understand both general and specific content

:Description of the course and its main objectives

<p>Developing comprehension: Teaching students how to understand and analyze various reading passages (understanding the content). •</p> <p>Vocabulary: Learning new vocabulary and memorizing their meanings, in addition to distinguishing between compound and similar words. •</p> <p>Reading skills: Focusing on correct reading and accurate pronunciation of vocabulary. •</p> <p>Analysis and answering: Extracting meanings from context, and answering comprehension questions related to the texts. •</p> <ul style="list-style-type: none"> • Introduction and Greeting, names, countries and notifications • Students will be able to introduce themselves. • Developing students' mental comprehension 	
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Teaching and Learning Strategies .9

<p>Communicative Approach</p> <p>Interactive Communicative Method</p> <p>Conversation and Discussion Strategy</p> <p>Brainstorming Strategy</p> <p>Cooperative Learning Strategy</p> <p style="text-align: right;">Education: Relying on interactive theoretical lectures. •</p> <p style="text-align: right;">Assessment: Includes monthly and semester exams to evaluate student progress in understanding and comprehension, and grades are usually distributed between the first and second semester exams. •</p> <p>This course represents a fundamental pillar in the English departments to prepare students for advanced stages in reading and critique</p>	<p style="text-align: center;">Strategy</p> <p style="text-align: center;">Teaching and assessment :methods</p>
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Evaluation Method	Learning method	Unit or Topic Name	Required Learning Outcomes	The hours	Week
Oral test and discussion	Lecture and Discussion	1-Please call me Beth 1-Write about yourself	Knowledge and Understanding	2	1
Oral test and discussion	Lecture and Discussion	Unit 1 That's my kind of friend! Personality types and qualities; relationships; likes and dislikes Describing personalities; expressing likes and dislikes; agreeing and disagreeing;		2	2
Oral test and discussion	Lecture and Discussion	How do you spend your day?	Knowledge and understanding	2	3
Oral test and discussion	Lecture and Discussion	How do you spend your day? How is it going?	Knowledge and understanding	2	4
Oral test and discussion	Lecture and Discussion	How do you spend your day? How is it going?	Knowledge and understanding	2	5

Oral test and discussion	Lecture and Discussion	Do you like rap??	Knowledge and understanding	2	6
Oral test and discussion	Lecture and Discussion	What is a name?	Knowledge and understanding	2	7
Exam	Exam	Monthly Exam 1	Monthly Exam 1	2	8
Oral test and discussion	Lecture and Discussion	Tell me about your family /families typical families	Knowledge and understanding	2	9
Oral test and discussion	Lecture and Discussion	How often do you exercise? Sport Fitness Activities vacations	Knowledge and understanding	2	10
Oral test and discussion	Lecture and Discussion	We had a great time	Knowledge and understanding	2	11
Oral test and discussion	Lecture and Discussion	What is your neighbor like?	Knowledge and understanding	2	12
Oral test and discussion	Lecture and Discussion	We had a great time	Knowledge and understanding	2	13
Oral test and discussion				2	14

Exam	Exam	Monthly Exam 2	Monthly Exam 2	2	15
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Second. Course Description

Course Name: Sound / Watching and Application .1	
Course Code .109	
Grade / Year: Fourth, Seventh Semester .110	
Date of preparation of this description: 25/11/2025 .111	
The available forms of attendance: Mandatory .112	
Total hours and academic units: 45 hours .113	
Name of the Program Coordinator .114	
Email	Name
Ah1306971@gmail.com	Ms. Nadia Thamer Khudir
Course objectives	
<p>Gaining practical experience based on understanding and applying knowledge Theory-1</p> <p>Monitoring analysis and solutions to problems that arise in work environments Professional-2</p> <p>Interacting with colleagues in a work environment 3-Professionalism</p> <p>Participating in a representative group of professional activities in a work environment 4-Work</p>	

Developing professional self-awareness-5

Teaching and Learning Strategies .115

Teaching and learning methods include presenting the material in a simple and modern way, using the discussion method to present the content

.Assessment methods: Oral tests, written tests, activities, and research

J - Affective and Value Goals 1) Focus on educational objectives. 2) Establish scientific goals. 3) Develop cognitive objectives. 4) Establish general human objectives

D. General and Transferable Skills (other skills related to employability and personal development). 1) Develop basic language skills. 2) Develop speaking and writing skills. .Develop student personality. 4) Develop scientific research methodology (3

Discussion and dialogue in presenting the topic as a communicative method;
- brainstorming and using the method

Using modern educational tools such as pdf files, PowerPoint, television screens,
and Data show

Using educational official sites like Google Meet -

Curriculum Structure .116

Evaluation Method	Learning method	Unit or Topic Name	Required Learning Outcomes	The hours	Week
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them	Week 1-2 Ethics of the Teaching Profession	Cognitive Objectives Voice Enable students to acquire .language skills	4	1
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them	Ethics of the Teaching 2 Profession		4	2
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them	Taking into account 3 - - the differences Individuality and Development of Skills Creative Thinking		4	3

40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them	Good Planning Skills -4		4	4
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them	Communication and -5 Interaction Skills and Classroom Management		4	5
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them	Using Educational Tools -6 and Teaching Vocabulary in Instruction		4	6
					7
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect)	Teaching the skill of -7 listening		4	8

	Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them				
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them	Learning the Art of -8 Speaking		4	9
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them	Teaching Grammar -9		4	10
		Observations in Schools -10		4	11
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in	Teaching Reading Skills -11		4	12

	studying texts and answering questions and .analyzing them				
40% Midterm Exams 2) 60% Final Exam.	Lecture method, discussion, interrogation, exploration. (Theoretical aspect) Cooperative learning and small groups (Scientific aspect) We will engage in studying texts and answering questions and .analyzing them	Teaching Writing Skills -12 of All Types		4	13
					14
40% Midterm Exams 2) 60% Final Exam.		Classroom Training		4	15
<p>Course Evaluation: Distribution of the score out of 100 according to assigned tasks such as daily preparation, daily oral and .117 .written exams, and reports, etc</p> <p>Evaluation Methods</p> <p>Training) Presentation of a Sample Lesson -) Daily Preparation</p> <p>Writing) Daily Lesson Plan) Daily Review</p> <p>The Four Skills in Activating Daily Preparation for Teaching</p> <p>Use of Modern Educational Tools) Lesson)Daily</p> <p>Preparation</p> <p>Assignments Classroom Contributions</p>					
Evaluation			Grade criterion		

Formative		Summative		
Grade	Evaluation Methods	Grade	Evaluation Methods	
%1	Daily Exams		First Monthly Written Exam	Excellence)90-100(- Very Good (80 - less than 90) - Good (70 - less than 80) - Average (60 - less than 70) - Acceptable (50 - less than 60) - Poor (less than 50) -
%1	Seminars		Second Monthly Exam - Written	
%1	Reports		Practical Semester Assessment	
%1	Participation		Final Practical Exam	
%1	Voluntary Work		Final Theoretical Exam	
%5		%95		
Learning and teaching resources .118				

Recommended Textbooks:

- **Techniques And Principles In Language Teaching (Third Edition) Paperback Book** Larsen-Freeman (Author)

Journal of Effective Teaching Methods-JETM

Google Scholar / Research gate

:Secondly: Course Description

Course Name: Foundations of Education.1	
Course Code: None.2	
Semester/Year: First Stage (Second Semester).3	
Date of Preparation of this Description: 15/04/2026.4	
Available attendance forms: In-person	
Total number of hours and credit units: Number of hours (3) and number of units)3(.6	
.Name of the course coordinator .7	
Email	Name
Drazhar.alzuorfe@gmail.com	Dr. Azhar Ali Al-Zurfi
:Course objectives .8	
The subject of Fundamentals of Education and Teaching focuses on learning and teaching and the degree of comparison between them. It also explores the main principles and methods of teaching that concern the teacher, as well as the essential characteristics and traits of a good teacher. Additionally, it addresses education, its goals, importance, and the main methods .used in teaching, along with some educational systems in various Arab and foreign countries	

:Teaching and learning strategies .9

Some important teaching methods were used, such as discussion, dialogue, brainstorming, in .addition to achievement tests

Course structure .10

Evaluation Method	Learning method	Unit or Topic Name	Required learning outcomes	The hours	Week
Exam	Discussion	Education (Definition – Objectives – Theories – Functions – Characteristics	Understand -1 the concept of education, its objectives, theories, and functions Students -2 will be introduced to some important definitions of education by various theorists	3	1
Exam	Discussion	Meaning of education and learning		3	2
Exam	Discussion	Elements of the educational situation – Measuring learning		3	3
Exam	Discussion	First month's exam		3	4
Exam	Discussion	Learning Areas – Conditions for Effective Learning		3	5
Exam	Discussion	Factors Affecting the Educational Process		3	6
Exam	Discussion	Daily Exam		3	7
Exam	Discussion	Learning Styles		3	8

Exam	Discussion	Principles of Learning		Students -3 will learn the difference between learning and teaching Students -4 will learn about education in some Arab and foreign countries	3	9
Exam	Discussion	Daily Exam			3	10
Exam	Discussion	The Role of the Teacher in Education – Characteristics of a Good Teacher			3	11
Exam	Discussion	Qualities of a Good Teacher			3	12
Exam	Discussion	The Relationship Between Teacher and Students – Skills of a Good Teacher			3	13
Exam	Discussion	Concept of Basic Education Basic Learning in Some – Countries			3	14
Exam	Discussion	Third Monthly Exam			3	15
Course Assessment .11						
Evaluation				Grade criterion		
Formative		Summative				
Grade	Evaluation Methods	Grade	Evaluation Methods	Excellent)90 – 100(-		
%1	Daily Exams	15	First Monthly Written Exam	Very Good (80 – less than 90) -		
%1	Reports	20	Second Monthly Written Exam	Good (70 – less than 80) -		
%1	Reports	-	----- -----	Average (60 – less than 70)		
%1	Participation	-	-----	Accepted (50 - less than 60)		

%1	Voluntary work	60	Final theoretical exam	Poor (less than 50)
	%5		%95	Total grades)100%(
Sources of learning and teaching .12				
Lectures prepared by the instructors according to the curriculum content communicated by .the college				
Lectures on education, learning, and teaching, and the main principles of education and .teaching methods				
The Supporting Sources				
Philosophy of Education by Dr. Abdul Aziz Al-Qousi .1				
Foundations of Education by Dr. Mohamed Munir Morsi .2				
Definition of Teaching and Learning in Educational Psychology by Dr. Abdul Majid Nashwani .3				

Course Description

Course Name .1	
Arabic Language	
Course Code .119	
Term / Year .120	
Second – Academic Year 2025-2026	
Date of Preparation of this Description .121	
2026/4 /22	
Available Attendance Modes .122	
Weekly	
Total Credit Hours and Units .123	
30	
Name of the course coordinator .124	
Email	Name
nawal.hasan@uokerbala.edu.iq	M. M. Nawal Hassan Sajit
Course objectives .125	

The aim of this course

To discuss and study the linguistic and literary aspects of developing -1 comprehension skills and enhancing the linguistic taste of university female students, in order to appreciate the aesthetics of the text, in addition to developing speaking and discourse skills and improving spelling among female students, by focusing on selected literary texts from poetry and prose, and understanding the additions that alter the functions of a sentence .to convey different meanings by studying various grammatical topics

Students will know: The nature of the Arabic language-

Students will recognize: Arabic language skills and issues at the -2 grammatical, semantic, stylistic, and morphological levels

Students will understand: Listening, reading, and expression skills-3

Students will learn: How to develop positive attitudes and values related -4 to religion and heritage, and enhance literary taste

Students will know how to acquire skills in expressing themselves in -4 .Modern Standard Arabic

Teaching and Learning Strategies .126

Explanation on the board -1

Group discussions -2

Homework assignments -3

Brainstorming -4

Submitting reports on the topics discussed in the lecture -5

Assigning students to find answers to questions related to their study subjects -6

Evaluation Method	Learning method	Unit Name	Week
Tests	Discussion and Explanation on the Board with PowerPoint Presentation	Parts of Speech (Noun – Verb – Letter) + Nouns and Their Indicators 14-3-2026	1
Tests	Discussion and Explanation	Types of Knowledge (Knowledge + Pronouns) + The Five Nouns 28-3-2026	2
Tests	Dialogue, Discussion, and Reports	Demonstrative Pronouns + Relative Pronouns + Analysis and Memorization of the Poem by Zuhair ibn Abi Sulma 4-4-2026	3
Tests	Discussion with Brainstorming	The Defined with AI + The Defined by Addition + Explanation of Verses from Surah Al-Qamar with Memorization 2026-4-11	4
Tests	PowerPoint presentation + explanation on the board and discussion	Al-Muthanna + Sound Masculine Plural and Sound Feminine Plural 2026- 4 -18	5
Tests	Tests	2026/4/25 First Monthly Exam	6
			7
Tests	PowerPoint presentation + explanation on the board and discussion	The Era of Imam Ali (peace be upon him) analysis and memorization + Ibn Zaydun's poem 2025-5-2	8

Tests	PowerPoint presentation + explanation on the board and discussion	The Prophet's (peace be upon him and his family) sermon after the Battle of Hunayn 2026 /5/9	9												
Tests	Tests	2026/5/16 Second Month Exam	10												
Tests	Dialogue, Discussion, and Reports	Collective Nouns 2026/5/23	11												
			12												
			13												
			14												
			15												
		Grade criterion													
		<table border="1"> <tr> <td>Grade</td> <td>Excellence)90-100(-</td> </tr> <tr> <td>%1</td> <td>Very Good (80 - less than 90) -</td> </tr> <tr> <td>%1</td> <td>Good (70 - less than 80) -</td> </tr> <tr> <td>%1</td> <td>Average (60 - less than 70) -</td> </tr> <tr> <td>%1</td> <td>Acceptable (50 - less than 60) -</td> </tr> <tr> <td>%1</td> <td>Poor (less than 50) -</td> </tr> </table>		Grade	Excellence)90-100(-	%1	Very Good (80 - less than 90) -	%1	Good (70 - less than 80) -	%1	Average (60 - less than 70) -	%1	Acceptable (50 - less than 60) -	%1	Poor (less than 50) -
Grade	Excellence)90-100(-														
%1	Very Good (80 - less than 90) -														
%1	Good (70 - less than 80) -														
%1	Average (60 - less than 70) -														
%1	Acceptable (50 - less than 60) -														
%1	Poor (less than 50) -														
		Total Grades)100%(

Description of the Curriculum for the Arabic Language Course – Fourth Level – Kindergarten Department

Course Name .1	
Arabic Language	
Course Code .127	
Term / Year .128	
Chapter Seven – 2024-2025	
Date of Preparation of this Description .129	
2026 -3-7	
Available Attendance Modes .130	
In-Person – Weekly	
Total Credit Hours and Units .131	
- Hours 30	
Name of the course coordinator .132	
Email	Name
hanan.marzog@s.uokerbala.edu.iq	Dr. Hanan Marzouk Shadhan
Course objectives .133	
<p>Discussion and study of the linguistic and literary aspects to develop -1 comprehension skills and enhance linguistic taste among university female students to appreciate the aesthetics of the text, in addition to developing speaking and discourse skills and improving spelling among female students by focusing on selected literary texts from poetry and prose, and understanding the additions that can alter the functions of a sentence into different meanings .through the study of various grammatical topics</p> <p>Students will learn: the essence of the Arabic language, its definition, skills, -2 .and issues at its grammatical, semantic, stylistic, and morphological levels</p> <p>Students will understand: Listening, reading, and expression skills-3</p> <p>Then students will learn: how to cultivate positive attitudes and values related .to religion and heritage and develop literary taste</p> <p>Students will know how to acquire skills in expressing themselves in -4 .Modern Standard Arabic</p> <p style="text-align: right;">.Enhancing linguistic competence-5</p>	

Strengthening reading, writing, listening, and speaking skills in correct
.language according to the rules of classical Arabic

.Establishing cultural identity -6

Introducing the student to her literary and linguistic heritage, linking the
.language to the history of Arab and Islamic thought

.Acquiring analytical skills-7

Training students to analyze literary and linguistic texts, and to understand
.stylistic, semantic, and grammatical structures

.Deepening critical ability -8

Building a critical mind capable of evaluating linguistic and literary discourse,
.and understanding modern analytical approaches

Developing academic writing skills -9

Empowering students to write research papers, reports, and articles in a correct
.language and clear methodology

Improving professional communication -10

Preparing students to be able to use Arabic in various fields of work:
.education, media, administration, law, and scientific research

Enhancing literary and aesthetic appreciation -11

Introducing students to the masterpieces of Arabic literature, both ancient and
.modern, and developing their ability to enjoy linguistic and rhetorical beauty

Instilling logical thinking skills -12

Through studying the rules of grammar, morphology, and rhetoric, and learning
.to connect form and meaning

Developing a conscious linguistic personality -13

Instilling respect for the language, and a sense of responsibility towards preserving and developing it in public and academic life

Teaching and Learning Strategies .134

Explanation on the board -7

Group discussions -8

Homework assignments -9

Brainstorming -10

Submitting reports on the topics discussed in the lecture -11

Assigning students to find answers to questions related to their study subjects -12

Open-ended questions series -13

Completion of the linguistic identity file -14

Learning through branching stories

Evaluation Method	Learning method	Unit or Topic Name	Required Learning Outcomes	The hours	Week
Tests	Discussion and Explanation on the Board with PowerPoint Presentation	The term "advertising" in the Fadakite sermon of Lady Fatima (peace .(be upon her	<p>Define the term publicity with a precise linguistic and rhetorical .definition</p> <p>Distinguish between publicity and related terms such as advertisement or presentation in .discourse</p> <p>Determine the locations of publicity in the text of the .Fadakiah sermon</p> <p>Analyze the rhetorical purpose of using publicity in constructing .arguments within the sermon</p> <p>Interpret the relationship between publicity and enhancing the argumentative position in the .speech of Lady Zahra</p> <p>Explain the effect of publicity on convincing the audience and raising collective awareness of the .presented issue</p> <p>Link publicity to the historical and .political context of the sermon</p>	2	1

			<p>Extract examples from the text that illustrate different advertising methods.</p> <p>Compare the advertising in the Fadakite sermon with similar methods in traditional Arabic sermons.</p> <p>Employ the concept of advertising in the analysis of other rhetorical or speech texts.</p>		
Tests	Discussion and Explanation	The educational themes in Al-Sahifa Al-Sajjadiyya of Imam Zain al-Abidin (peace be upon him).	<p>Introduction to the Sahifa Sajjadiya and its significance in Islamic heritage.</p> <p>Learn about the personality of Imam Ali ibn Hussain Zain al-Abidin and his educational and scholarly role.</p> <p>Interpret the concept of spiritual and moral education as it appears in the supplications of the Sahifa.</p> <p>Extract the main educational values in the texts such as humility, patience, mercy, and self-accountability.</p> <p>Analyze the educational methods used by the Imam in prayer to guide individuals.</p>	2	2

			<p>Clarify the impact of prayer on building moral and behavioral .awareness in individuals</p> <p>Connecting educational content in the newspaper with daily human .life and social behavior</p> <p>Citing texts from Al-Sahifa Al-Sajjadiyya to illustrate a specific .educational value</p> <p>Comparing education through supplication in Al-Sahifa Al-Sajjadiyya with other methods of .education in Islamic heritage</p> <p>Utilizing the values derived from the Sahifa to address some contemporary ethical or social .issues</p>		
Tests	Dialogue, Discussion, and Reports	Praise and Blame Style	<p>Defining the style of praise and blame with a precise grammatical .definition</p> <p>Differentiating between praise and blame in terms of purpose and .implication in discourse</p> <p>Identifying the primary verbs in بِئْسَ (ni'ma) and نِعْمَ this style, such as .(bi'sa)</p> <p>Determining the elements of the style of praise and blame (the verb,</p>	2	3

			<p>the subject, and the entity .(especially praised or blamed</p> <p>Analyzing sentences that contain this style and identifying the grammatical function of each .element</p> <p>Differentiating between forms of the subject in this style (apparent noun, definite noun, possessive, .(understood pronoun</p> <p>Clarification of the rule specifically related to praise or blame regarding its grammatical analysis and .position in the sentence</p> <p>Extract examples of praise and blame style from literary or .religious texts</p> <p>Employ the style of praise and blame in creative sentences .formulated by the student</p> <p>Compare this style with other creative styles in Arabic in terms of .rhetorical function</p>		
Tests	Discussion with Brainstorming	in "النفس" Parsing the word .the Holy Qur'ar	To understand the different meanings of the word "self" in the .Holy Quran	2	4

			<p>Identify the grammatical position of the word "self" in various Quranic verses</p> <p>Distinguish between its grammatical cases such as: subject, object, genitive, or prepositional object</p> <p>Analyze the Quranic sentence to determine the grammatical factor that influenced the parsing of the word "self"</p> <p>Interpret the effect of linguistic context in determining the grammatical function of the word</p> <p>Extracting examples from the Quran that show the differing grammatical cases of the word "nafs" (النفس).</p> <p>Connecting grammatical analysis and the semantic meaning of the verse</p> <p>Utilizing syntax rules in the analysis of similar Qur'anic terms</p> <p>Applying systematic parsing steps to short Qur'anic texts</p> <p>Developing the ability to read the Qur'anic text with precise grammatical understanding</p>	
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Tests	Tests	.First month exam		2	5
Tests	Dialogue, Discussion, and Reports	absolute object	<p>Defining the absolute object with a .precise grammatical definition</p> <p>Differentiating the absolute object from other objects in the Arabic .sentence</p> <p>Identifying the absolute object in .various sentences</p> <p>Indicating the factor that appends .the absolute object in the sentence</p> <p>Identifying types of the absolute object (emphasizing the verb, indicating type, indicating .(number</p> <p>Analyzing sentences to extract the absolute object and determine its .type</p> <p>Recognizing forms of the absolute object when it comes modified or .described</p> <p>Applying grammatical rules of the absolute object in literary or .Quranic texts</p> <p>Formulating sentences created by the student that include different .types of the absolute object</p> <p>Employing the absolute object</p>	2	6

			<p>2</p> <p>Defining the differentiating ألف (alif) and understanding why it is named as such</p> <p>Differentiating between the differentiating ألف (alif) and ألف المقصور or الممدود differentiating ألف in terms of form and usage.</p> <p>Knowing the cases in which the differentiating ألف (alif) appears in nouns and verbs</p> <p>Writing words that contain a distinguishing ألف correctly according to spelling rules</p> <p>Interpreting the effect of the distinguishing ألف (alif) on syntax, such as differentiating between nouns and verbs or between masculine and feminine</p> <p>Extracting examples from Arabic texts, stories, or the Quran that illustrate the distinguishing ألف (alif)</p> <p>Correcting common mistakes related to the distinguishing ألف (alif) in writing</p> <p>Forming sentences created by the student that contain words with the distinguishing ألف (alif) correctly</p> <p>Employing the rule of the distinguishing ألف (alif) to enhance writing accuracy and understanding of derivation</p> <p>Dialogue, discussion, and reports.</p> <p>.Test</p>	7	
Tests	Presenting the report PowerPoint slide + presentation + brainstorming	Badr Shakir Al-Sayyab	Recognizing the biography of the poet Badr Shakir Al-Sayyab and the most prominent phases of his literary life	2	8

			<p>Explaining the social and political circumstances that influenced his poetic experience</p> <p>The role of Badr Shakir Al-Sayyab in the development of free verse in modern Arabic literature</p> <p>Identifying the artistic characteristics of Al-Sayyab's poetry, such as symbolism and modern imagery</p> <p>Analyzing models from his poems and extracting ideas and artistic images within them</p> <p>Interpreting the symbols and myths employed in his poetry</p> <p>Distinguishing the linguistic and rhythmic features in his poems compared to traditional poetry</p> <p>Evaluating the impact of Al-Sayyab on the development of modern Arabic poetry</p> <p>Citing verses from his poetry to clarify a literary or artistic issue</p> <p>Developing the critical ability of students in reading modern poetic texts</p>	
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<p style="text-align: center;">Tests</p>	<p style="text-align: center;">Dialogue, Discussion, and Reports</p>	<p style="text-align: center;">Curtailed, deficient, and .extended</p>	<p>A precise definition of the abbreviated, deficient, and .extended names</p> <p>Distinguishing between the three types in terms of morphological .form and word structure</p> <p>Identifying the distinctive marks .for each type in different words</p> <p>Recognizing how to inflect the curtailed, deficient, and extended .nouns in a sentence</p> <p>Clarifying the changes that occur to the deficient noun in cases of .definiteness and indefiniteness</p> <p>Analyzing linguistic examples to determine the type of noun .(curtailed, deficient, or extended)</p> <p>Applying the rules for writing the .alif and hamzah in these nouns</p> <p>Extracting examples from Arabic or Quranic texts that include these .types</p> <p>Forming sentences created by the student that contain each type of .these nouns</p> <p>Utilizing morphological knowledge to improve and refine Arabic .writing</p>	<p style="text-align: center;">2</p>	<p style="text-align: center;">9</p>
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Tests	Tests	Second Month Exam Questions		2	10
Tests	Presentation of the report + PowerPoint slides + Brainstorming	Deletion and Addition in Letters	<p>Define the phenomena of deletion and addition of letters in the Arabic .language</p> <p>Differentiate between original letters and additional letters in the .structure of the word</p> <p>Recognize the linguistic reasons that lead to the deletion or addition .of certain letters</p> <p>Identify the positions of deletion .and addition in various words</p> <p>Analyze linguistic examples to illustrate the effect of deletion or addition on meaning or .morphological structure</p> <p>Extract examples from Arabic texts that include the phenomena of .deletion or addition</p> <p>Apply morphological rules to explain the changes that occur in .words</p>	2	11

			<p>Differentiate between deletion for morphological reasons and deletion .for phonetic or written reasons</p> <p>Utilize the knowledge of deletion and addition to understand derivation and the structure of .words</p> <p>Developing the ability to analyze linguistic phenomena in Arabic .texts with precision</p>		
Tests	Dialogue, Discussion, and Reports	Diminutive	<p>Defining diminutives with a precise .morphological definition</p> <p>Explaining the semantic purposes of diminutives such as reduction, .affection, or approximation</p> <p>Identifying the basic diminutive .فُعَيْلٌ, فُعَيْعِلٌ, فُعَيْرِيعِلٌ patterns such as</p> <p>Transforming different names into the diminutive form according to .morphological rules</p> <p>Differentiating between words that can be diminished and those that .cannot</p> <p>Analyzing the structure of the word before and after diminutive to understand the morphological .changes that have occurred</p>	2	12

			<p>-Applying diminutive rules to three .four-, and five-letter names ,</p> <p>Extracting examples of diminutives .from Arabic texts</p> <p>Using diminutives in sentences created by the student to .demonstrate their significance</p> <p>Developing the ability to analyze morphological phenomena in the .Arabic language</p>		
Tests	Dialogue, discussion, and reports	Broken plurals	<p>Defining broken plurals with an .accurate morphological definition</p> <p>Differentiating between broken plurals and other types of plurals, such as sound masculine and sound .feminine plurals</p> <p>Identifying common patterns of broken plurals in the Arabic .language</p> <p>Differentiating between few and many plural forms in terms of .meaning and usage</p> <p>Transforming singulars into broken plurals according to appropriate .morphological rules</p> <p>Analyzing the structure of the word to understand the changes it .undergoes when pluralized</p>	2	13

			<p>Extracting examples of broken plurals from various Arabic texts</p> <p>Using broken plural in sentences .created by the student</p> <p>Interpretation of the impact of morphological change on meaning .and connotation</p> <p>Developing the ability to analyze morphological phenomena in the .Arabic language</p>		
<p>Identifying the character of Dr. Al-Waeli and the context of his composition of the poem. Study of Al-Waeli's poem in mourning for Imam Al-Jawad (peace be upon him) - an artistic study</p> <p>.Summarizing the theme of the poem and its main emotional and religious points</p> <p>.Identifying the rhetorical techniques used in the poem, such as metaphor, simile, and antithesis. Dialogue and discussion</p> <p>.Analyzing the artistic imagery used in mourning and how it reflects the emotional content</p> <p>.Interpreting the connotations of the carefully selected words and phrases and their impact on the reader. Tests -)hours 2(</p> <p>.Inferring the moral, religious, and spiritual values conveyed by the poem</p> <p>.Comparing the artistic style of Sheikh Al-Waeli with the styles of other elegiac poets</p> <p>.Interpreting the relationship between weight, rhyme, and poetic style in enhancing the impact of lamentation</p> <p>.Expressing the poem's effect on the general feelings of the recipient from a critical and artistic perspective</p> <p>.Employing methods of technical analysis in the study of other similar poetic texts</p>				14	
Tests	Dialogue, Discussion, and Reports	:Lessons in spelling	<p>Recognizing the basic rules of spelling in the Arabic language (the hamza, the suspended and unstressed ta, tanween, (...hamzahs</p> <p>Distinguishing between letters and words that are phonetically and .orthographically similar</p>	2	15

			<p>Writing words and sentences correctly according to spelling rules</p> <p>Correcting spelling errors in prepared texts</p> <p>Applying spelling rules to written texts and daily dictation</p> <p>Understanding the relationship between correct pronunciation and correct writing</p> <p>Explaining the reasons for spelling mistakes and correcting them</p> <p>Using punctuation correctly to clarify meaning</p> <p>Developing the ability to self-check and review writing before submission</p> <p>Employing spelling skills in producing linguistically correct written texts</p>		
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Course evaluation .136

Evaluation				Grade criterion
Formative		Summative		
Grade	Evaluation Methods	Grade	Evaluation Methods	
%2	Daily Exams	15	First Monthly Written Exam	Excellence)90-100(- Very Good (80 - less than 90) - Good (70 - less than 80) - Average (60 - less than 70) -

%2	Seminars	15	Second Monthly Exam - Written	Acceptable (50 - less than 60) - Poor (less than 50) -
%2	Reports	-----	Practical Semester Assessment	
%2	Participation	-----	Final Practical Exam	
%2	Voluntary Work	60	Final Theoretical Exam	
%10		%90		Total Grades)100%(
Learning and teaching resources .137				
<p>1- The book – Sibawayh of the Holy Quran 2- Peak of Eloquence</p> <p>3- Explanation of Ibn Malik's Alfiyyah – Ibn Aqil 4- Comprehensive Arabic Lessons – Mustafa Al-Ghalayini 5- Justice in Issues of Disagreement Among Grammarians by Al-Anbari 6- Encyclopedia of Morphology and Syntax by Ibrahim Shams Al-Din 7- Arabic Grammar Rules by Mohammed Diab 8- Students' Reference in Grammar Rules by Ibrahim Shams Al-Din</p>				

Course Code: In-person .138	
Chapter / Year: - Sixth / Third Stage / 2025-2026 .139	
Date of preparation of this description: - 10/3/2026 .140	
Available attendance formats: In-person .141	
/ Total number of hours and study units: - 2 hours .142	
Name of the course coordinator .143	
Email	Name
Muslimalanbir@gmail.com	Dr. Muslem Kazem Hassan
Course objectives .144	
<p>The course aims at knowledge and skill objectives for students to understand</p> <p>Introducing students to the concept of measurement and evaluation and its importance in the educational process -1</p> <p>Differentiating between measurement and evaluation and understanding the relationship between them -2</p>	

**Equipping students with the concept of preparing tests of -3
various types**

Teaching and Learning Strategies .145

**Lecture method – Discussion method – Problem-solving method – Interrogation
method – Role-playing method – Inductive method (from whole to part) – Insight
method – Brainstorming – Presenting educational films – Working within a team –
Group and individual training – and Classroom training method**

Curriculum Structure

.146

Evaluati on Method	Learning method	Unit or Topic Name	Required Learning Outcomes	The hours	Wee k
Written tests	Brainstorming	Measurement and evaluation and their role in the educational process	Achieving the five basic Bloom's levels (knowledge comprehension – application – synthesis – analysis) through Enabling the student to know the basic rules of kindergartens Enabling the students to reach the top of the pyramid by integrating the fundamental values and principles in mathematics	2	1
Attendance and active participatio n during the lecture	o Group and individual exercises	The concept of measurement	Enabling the student to know the basic rules of kindergartens	2	2
Activities and training	o Working within the team	Measurement and Evaluation Purposes	Enabling the students to apply the learned ideas in practical life	2	3
Homework	o Showing educational films	Types of educational assessment	Empowering students to analyze skills and ideas into something practical and tangible	2	4
Activities and training	o Dialogue and discussion	Practical applications related to how to prepare formative assessment	: Subject-specific skills Skills to express acquired values	2	5
///////// ///////// ///	///////// ///////// ////////	First Month Exam	. Discussion and dialogue in the field of kindergarten	2	6
					7
Open book tests	Cooperative learning	Practical applications related to how to prepare objective tests	Skills of criticism and problem-solving in everyday life	2	8

Presentatio n of working papers	Insight	Arranging paragraphs in the test and preparing objective tests	. Skills in dealing with modern technology and using it in the field of specialization.	2	9
Home work	o Dialogue and discussion	Analysis of Test Items	Skills for Building Appropriate Tests and Assessments for Kindergarten Children	2	10
////////// ////	////////// /	Second Month Exam	Thinking Skills	2	11
Active Attend ance and Partici pation During the Lectur e	Problem-Solving Approach	Characteristics, Areas, Types, and Foundations of Writing Essay Tests	Developing Basic Skills to Interact with Children	2	12
Active Attendance and Participatio n During the Lecture	Lecture, dialogue, and discussion	Practical applications related to how to prepare essay tests	Cultivating a Spirit of Acceptance for the - Kindergarten Profession	2	13

					14
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					15
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Course evaluation .147

Evaluation				Grade criterion	
Formative		Summative			
Grade	Evaluation Methods	Grade	Evaluation Methods	Excellence)90-100(- (Very Good (80 - less than 90 - (Good (70 - less than 80 - (Average (60 - less than 70 - (Acceptable (50 - less than 60 - Poor (less than 50) -	
	%5	15	First and second month exams		
%1	Seminars	15	Second month exam		
%2		Reports			
%1		Participation			

%1	Voluntary Work	
10	30	Total Grades)100%(
Learning and teaching resources .148		
Professional ethics lectures according to the curriculum set by the university prepared .by Dr Some related books on the subject, including skill and experience development for .female students		

Course description .

Course Name .1	
Educational psychology	
Course Code .149	
Term / Year .150	
Fourth semester of the second stage / 2025-2026	
Date of Preparation of this Description .151	
8-3-2026	
Available Attendance Modes .152	
Attendance	
Total Credit Hours and Units .153	
30	
Name of the course coordinator .154	
Email	Name
Dhilal.84@gmail.com	Mr. M. M. Dhilal Muḥān
Course objectives .155	
- :The course aims to - For the student to understand the concept of educational psychology - and its importance in the educational process, and the relationship between it and other branches of general psychology, as well as how to benefit from it to achieve the goals of the educational process in the .best possible way For the student to learn the definitions and terms of educational - .psychology For the student to understand the importance of educational psychology - .in the educational process and achieving the desired goals .For the student to know the objectives of educational psychology - For the student to understand the characteristics of the teaching - .profession	

- .For the student to comprehend the desirable characteristics in a teacher -**
- For the student to get acquainted with the axes of effective teaching and -**
- .the factors influencing it**
- The student will understand the meaning of the term (motivation), its -**
- .importance, and the indicators of its presence in individuals**
- .The student will know (memory and forgetting) and their types -**
- The student will differentiate between various contemporary -**
- .perspectives on interpreting (memory and forgetting)**
- The student will understand how the effects of training transfer and the -**
- .key modern theories explaining this**
- The student will learn about the term (feedback) or reactive feedback, its -**
- .foundations, and dimensions**
- The student will understand the meaning of (learning), its definitions, -**
- .characteristics, and conditions**
- The student will recognize the difference between learning theories, their -**
- .laws, and the educational applications of each theory**

Teaching and Learning Strategies .156

- .Explanation and presentation of the study material via the smart screen -**
- .Dialogue and discussion -**
- .Homework assignments -**
- Brainstorming method -**
- Presenting reports on the course vocabulary -**
- A series of open-ended questions -**

Evaluation Method	Learning method	Unit or Topic Name	Required Learning Outcomes	The hours	Week
Tests	Discussion and explanation with presentation of the material on the smart screen	Basics of educational psychology	The student should understand the basics of educational psychology definitions –) importance – (objectives	2	1
Tests	Discussion and explanation with presentation of the material on the smart screen	Desired characteristics of a teacher's personality	The student should recognize the desired characteristics of a teacher's personality	2	2
Tests	Discussion and explanation with presentation of the material on the smart screen	Motivation in Learning	The student should understand the meaning of motivation in learning, its importance, and the elements required for individuals	2	3
Tests	Discussion and explanation with presentation of	Memory	The student should know the definition of	2	4

	the material on the smart screen		memory, its types, and the theories that explained it		
Tests	Discussion and explanation with presentation of the material on the smart screen	Forgetting	The student should know the definition of forgetting, its types, and the theories that explained it	2	5
		Transfer of Training Effects	The student should understand how the effects of training transfer	2	6
Monthly Exam					7
		Eid al-Fitr Holiday		2	8
Tests	Discussion and explanation with presentation of the material on the smart screen	Feedback Nutrition	The student should understand the meaning of the term feedback (return) and its importance	2	9
Tests	Discussion and explanation with presentation of the material on the smart screen	Learning	The student should understand the concept of learning, its importance, and	2	10

			how to effectively .obtain it		
Tests	Discussion and explanation with presentation of the material on the smart screen	Theories of learning and its principles	The student should comprehend the theories of learning and its .principles	2	11
Tests	Discussion and explanation with presentation of the material on the smart screen	The theory of classical conditioning	The student should be familiar with the theory of classical conditioning, its details, and educational .applications	2	12
Tests	Discussion and explanation with presentation of the material on the smart screen	The theory of Gestalt	The student should be acquainted with the theory of Gestalt, its details, and educational .applications	2	13
Monthly Exam					14
Tests	Discussion and explanation with presentation of the material on the smart screen	Discovery and Learning	The student should know the meaning of discovery and learning, and the .forms of learning curves	2	15
Course evaluation					.158
Evaluation			Grade criterion		
Formative		Summative			

Grade	Evaluation Methods	Grade	Evaluation Methods	Excellence)90-100(- Very Good (80 - less than 90) - Good (70 - less than 80) - Average (60 - less than 70) - Acceptable (50 - less than 60) - Poor (less than 50) -
%5	Daily Exams	15	First Monthly Written Exam	
%0	Seminars	15	Second Monthly Exam Written -	
%3	Reports		Practical Semester Assessment	
%2	Participation		Final Practical Exam	
%0	Voluntary Work	60	Final Theoretical Exam	
		%100	Total Grades)100%(
Learning and teaching resources .159				
<p>Abu Hatab, Fouad, Mohammed Saif al-Din Fahmy, 1984, Dictionary of Psychology and .Education, Volume One, General Authority for Printing and Publishing Affairs, Egypt</p> <p>Abu Jado, Saleh Mohammed Ali, (2003): Educational Psychology, 2nd Edition, Dar Al-Masirah for Publishing, Distribution and Printing, Amman - Jordan</p> <p>Al-Azirjawi, Fadl Mohsen, 1991, Foundations of Educational Psychology, Dar Al-Kutub .for Printing and Publishing, Mosul, Iraq</p> <p>Mansy, Mahmoud Abdul Halim, et al., 2001, Introduction to Educational Psychology, Dar .Al-Kutub for Printing and Publishing, Mosul, Iraq</p>				

Course description .

Course Name .1
General Teaching Methods and Their Applications
Course Code .160

Term / Year .161	
First / 2025-2026	
Date of Preparation of this Description .162	
30-11-2025	
Available Attendance Modes .163	
Weekly	
Total Credit Hours and Units .164	
45	
Name of the course coordinator .165	
Email	Name
Dhilal.84@gmail.com	Mr. M. M. Dhilal Muḥān
Course objectives .166	
<ul style="list-style-type: none"> The student gets acquainted with the concept of teaching theories, their importance, and the relationship between them and learning theories - The student distinguishes between teaching terms (teaching methods – (teaching styles – teaching strategies) - The student understands the concept of teaching skills and their importance - The student distinguishes between effective and creative teaching - The student recognizes the term "differentiated instruction" and its significance - The student understands strategies for differentiated instruction - The student recognizes commonly used teaching methods (discussion – (induction – measurement) - The student perceives the differences between teaching methods (discussion – induction – measurement) - The student identifies instructional methods based on research and organization of knowledge - The student differentiates between project-based and assignment-based methods - The student learns how to implement cooperative and individual learning methods - .The student knows the teaching methods that lead to mastery and creativity - The student understands the mechanism of applying brainstorming and its importance - 	
Teaching and Learning Strategies .167	
<ul style="list-style-type: none"> .Explanation and presentation of the study material via the smart screen - .Dialogue and discussion - .Homework assignments - Brainstorming method - Presenting reports on the course vocabulary - A series of open-ended questions - .Practical application of the curriculum by the students - 	

Curriculum Structure .168

Evaluation Method	Learning method	Unit or Topic Name	Required Learning Outcomes	The hours	Week
Tests	Discussion and explanation with presentation of the material on the smart screen	Teaching theories	The student recognizes the concept of teaching theories, their importance, and the relationship between them and learning theories	3	1
Tests	Discussion and explanation with presentation of the material on the smart screen	Teaching terms	The student distinguishes between teaching terms (teaching methods - teaching styles - teaching strategies)	3	2
Tests	Discussion and explanation with presentation of the material on the smart screen	Teaching skills	The student understands the concept of teaching skills and their importance	3	3
Tests	Discussion and explanation with presentation of the material on the smart screen	Effective teaching - Creative teaching	The student distinguishes between effective and creative teaching	3	4
Tests	Discussion and explanation with presentation of the material on the smart screen	Diversifying teaching	The student recognizes the term "differentiated instruction" and its significance	3	5

Tests	Discussion and explanation with presentation of the material on the smart screen	Teaching Diversification Strategies	The student understands strategies for teaching .diversification	3	6
				First Monthly Exam	
Tests	Discussion and explanation with presentation of the material on the smart screen	Commonly Used Teaching Methods	The student should become familiar with commonly used teaching methods (discussion – (induction – measurement	3	8
Tests	Discussion and explanation with presentation of the material on the smart screen	Discussion – Induction and Measurement	The student perceives the differences between teaching methods (discussion – induction – (measurement	3	9
Tests	Discussion and explanation with presentation of the material on the smart screen	Teaching methods based on research and organization of knowledge	The student should become familiar with teaching methods based on research and organization of knowledge	3	10
Tests	Discussion and explanation with presentation of the material on the smart screen	Project – Assignments	The student differentiates between project-based and assignment-based methods	3	11
Tests	Discussion and explanation with presentation of the material on the smart screen	Cooperative Learning and Individual Learning	The student learns how to implement cooperative and individual learning methods	3	12

Tests	Discussion and explanation with presentation of the material on the smart screen	Teaching Methods for Mastery and Creativity	The student knows the teaching methods that lead to mastery and .creativity	3	13
Second Monthly Exam					14
Tests	Discussion and explanation with presentation of the material on the smart screen	Brainstorming	The student should understand the mechanism of applying brainstorming and its .importance	3	15
Course evaluation					.169
Evaluation				Grade criterion	
Formative		Summative			
Grade	Evaluation Methods	Grade	Evaluation Methods	Excellence)90-100(- Very Good (80 - less than 90) - Good (70 - less than 80) - Average (60 - less than 70) - Acceptable (50 - less than 60) - Poor (less than 50) -	
%1	Daily Exams		First Monthly Written Exam		
%1	Seminars		Second Monthly Exam - Written		
%1	Reports		Practical Semester Assessment		
%1	Participation		Final Practical Exam		
%1	Voluntary Work		Final Theoretical Exam		
%5		%95			
Learning and teaching resources					.170

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Course Name .1	
Curricula and School Books - Second Stage, Third Semester	
Course Code .171	
Term / Year .172	
First Semester 2025-2026	
Date of Preparation of this Description .173	
2025/12/12	
Available Attendance Modes .174	
Weekly	
Total Credit Hours and Units .175	
30	
Name of the course coordinator .176	
Email	Name
missgofran07826494170@gmail.com	Dr. Ghofran Mohammed Jahadi
Course objectives .177	

The study of curricula and school books at the university level aims to achieve a set of important educational and scientific goals, the most prominent of which are

1. Understanding the Foundations of Curriculum Development
 - Recognizing the philosophy underlying the curriculum.
- Understanding its components: objectives, content, teaching methods, and evaluation techniques.
2. Analyzing textbooks and university courses
 - Assessing the suitability of the content for the students' level.
 - Ensuring the information is up-to-date and scientifically accurate.
 - Identifying the strengths and weaknesses of the university textbook.
3. Developing criticism and evaluation skills
 - Cultivating the ability to analyze the curriculum scientifically and educationally.
- Suggesting improvements that contribute to enhancing the quality of the educational process.
4. Linking the curriculum to the needs of society and the job market
 - Ensuring that the courses contribute to the preparation of qualified graduates.
 - Aligning the content with scientific and technological advancements.
5. Contributing to the development of the educational process
 - Improving the design of university courses.
- Supporting the quality of higher education and enhancing its efficiency.
6. Preparing students specialized in the educational field
 - Qualifying them to work in curriculum development.
- Enabling them to participate in committees for preparing or evaluating textbooks.

In summary, the study of curricula and textbooks at the university level aims to improve the quality of higher education and ensure its alignment with academic standards and community needs

Problem-Based Learning -1
Project-Based Learning
.Cooperative learning -3
.Brainstorming strategy -4
.Discovery learning -5
.Analysis of previous studies -6
.Simulation and practical application -7
.Self-directed learning -8
.Discussion and dialogue -9

Curriculum Structure .179

Evaluation Method	Learning method	Unit or Topic Name	Required Learning Outcomes	The hours	Week
Tests	Discussion and dialogue method	.First axis, curricula	.First axis, curricula	hours 3	1
Tests	Discovery Learning Method	Axis Two, Foundations of Curricula	Axis Two, Foundations of Curricula	hours 3	2
Tests	Discussion and Dialogue Method, and Self-directed Learning	Axis Three, Elements of the School Curriculum	Axis Three, Elements of the School Curriculum	hours 3	3
Tests	Test	Test	Test	hours 3	4
Tests	Simulation and Practical Application	Preparation of Reports and Research	Preparation of Reports and Research	hours 3	5
Tests	Test	Test	Test	hours 3	6

Tests	Discussion and Dialogue Method, and Self-directed .Learning	Axis Five, Evaluation of School Curricula	Axis Five, Evaluation of School Curricula	hours 3	7
Tests	Test	Test	Test	hours 3	8
Tests	Simulation and Practical Application	Preparation of Reports and Research	Preparation of Reports and Research	hours 3	9
Tests	Test	Test	Test	hours 3	10
Tests	Discovery learning is a method of discussion .and dialogue	Axis Six, Development of School Curricula	Axis Six, Development of School Curricula	hours 3	11
Tests	Discussion and Dialogue Method, and Self-directed .Learning	The seventh axis, textbook	The seventh axis, textbook	hours 3	12
Tests	Discussion and Dialogue Method, and Self-directed Learning	The seventh axis, textbook	The seventh axis, textbook	hours 3	13
Tests	Test	Test	Test	hours 3	14
Tests	Simulation and .Practical Application	Preparation of Reports and Research	Preparation of Reports and Research	hours 3	15
Course evaluation .180					
Evaluation				Grade criterion	
Formative		Summative			
Grade	Evaluation Methods	Grade	Evaluation Methods	Excellence)90-100(- Very Good (80 - less than 90) - Good (70 - less than 80) - Average (60 - less than 70) -	
%1	Daily Exams	15	First Monthly Written Exam		

%1	Seminars	15	Second Monthly Exam - Written	Acceptable (50 - less than 60) - Poor (less than 50) -
%1	Reports	10	Practical Semester Assessment	
%1	Participation		Final Practical Exam	
%1	Voluntary Work	60	Final Theoretical Exam	
%5		%95		Total Grades)100%(
Learning and teaching resources .181				
<p>Curricula and textbooks, authored by Raed Ramthan Hussein Al-Tamimi, Al-Sadiq Cultural Foundation, 2018</p> <p>.Textbook, Ahmad Anwar Omar, Riyadh, 1980</p>				

