

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



Academic Program and

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# **Academic Program and Course Description Guide**

2024

## **Introduction:**

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

## **Concepts and terminology:**

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

## Academic Program Description Form

**University Name: Tikrit**

**Faculty/Institute: College of Education for Humanities**

**Scientific Department: English**

**Academic or Professional Program Name: Grammar**

**Final Certificate Name: Bachelor of Education**

**Academic System:**

**Description Preparation Date: 25/3/2024**

**File Completion Date:**

**Signature:**

**Head of Department Name:**

**Date:**

**Signature:**

**Scientific Associate Name:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

## **Signature:**

## **Approval of the Dean**

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### **1. Program Vision**

The English Department aspires to achieve leadership in the field of teaching the English language, as the English language is a language that communicates between peoples and represents a window for communication with peoples' cultures and civilizations. To contribute to building a knowledge society and transferring science and technology

### **2. Program Mission:**

The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language and literature in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified, and responsible citizens.

### **3. Program Objectives**

- The main goal of the department is to prepare academically qualified teachers to teach English in middle and high schools, thus contributing to the development of society.
- Preparing a graduate proficient in the four skills: comprehension, speaking, reading and writing in English.
- Preparing an educational and pedagogical staff familiar with the latest language teaching methods and learning strategies.
- Highly qualifying students to continue in postgraduate programmes.
- The department seeks to establish communication channels and areas of cooperation with similar departments in other universities.
- Developing literary taste, aesthetic sense, and artistic appreciation in students through studying different models of poetic, prose, and novel texts, linguistics, and translation.
- The department tries to advance the scientific level of faculty members by motivating professors to conduct research and follow up on scientific conferences and developments in scientific research, both at the level of English language and literature.

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## **Academic Program Description Form**

**University Name: Tikrit**

**Faculty/Institute: College of Education for Humanities**

**Scientific Department: English**

**Academic or Professional Program Name: Phonetics and Phonology**

**Final Certificate Name: Bachelor of Education**

**Academic System: Annual**

**Description Preparation Date: 25/3/2024**

**File Completion Date: 25/3/2024**

**Signature:**

**Head of Department Name: Date:**

**Signature:**

**Scientific Associate Name: Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

## Approval of the Dean

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### **4. Program Vision**

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### **5. Program Mission:**

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### **6. Program Objectives**

- The main goal of the department is to prepare academically qualified teachers to teach English in middle and high schools, thus contributing to the development of society.
- Preparing a graduate proficient in the four skills: comprehension, speaking, reading and writing in English.
- Preparing an educational and pedagogical staff familiar with the latest language teaching methods and learning strategies.
- Highly qualifying students to continue in postgraduate programmes.
- The department seeks to establish communication channels and areas of cooperation with similar departments in other universities.
- Developing literary taste, aesthetic sense, and artistic appreciation in students through studying different models of poetic, prose, and novel texts, linguistics, and translation.

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- 3. Program Objectives
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- The department tries to advance the scientific level of faculty members by motivating professors to conduct research and follow up .



## Course Description

This course provides an in-depth introduction to the phonetics and phonology of human languages. Phonetics is the study of how the sounds of the world's languages are produced and perceived. Phonology is the study of how these sounds are categorized, contrasted, and organized into larger structures in each language.

1. Educational institution	Tikrit University - College of Education for Humanities
2. Scientific department/center	Department of English Language
3. Course name/code	Phonology/(PHO252) English Phonetics and Phonology
4. Available attendance forms	Student attendance is essential
5. Semester/year	Second row
6. Number of study hours (total)	70
7. Date this description was prepared	1/9/2016

### Course objectives

This course aims to encourage students to research, learn, and pronounce the sounds of the English language at the syllable and sentence levels, so that they realize that their vowel sounds are correct and close to those of a local speaker. This is for the purpose of speaking and listening correctly in order to reach the meaning.

10.A Course outcomes and teaching, learning and evaluation methods



A1-The ability to understand sounds in the English language.

A2- The ability to train and practice in the English language as much as possible.

A3- The ability to speak accurately in terms of pronunciation and sentence structure.

A4- The ability to distinguish sounds if there is assimilation or deletion in continuous speech.

A5- The ability to speak fluently.

A6- The ability to practice and express stress and intonation in the English language.

**B - The skills objectives of the course.**

- The student must understand the phonetic foundations as well as the systems and .how to use them in speaking
- The student must participate in the discussion
- The student must practice orally and in writing in the sounds of the English language
- The student must understand his weak points and practice them for the purpose of improving them

**Teaching and learning methods**

1. Using technological educational means for the purpose of facilitating the comprehension of the material, including explanation and discussion
2. Emphasis on the practical aspect and student participation in every lecture
3. Urging students to use the CDs prescribed for the subject or to listen to the English language on various sites on the Internet.

**Evaluation methods**

Written tests - oral tests - observation - daily training - completing assignments - completing practical assignments

**Teaching and learning methods**

1. Through lectures and presentation of theoretical rules.

2. Training students to write on the board

3. Discuss homework mistakes

Evaluation methods

. Class participation

2. Rapid exams.

3. Homework

4. Monthly exams and the end of the academic year

D - Transferable general and qualifying skills (other skills related to employability and personal development).

D1- Effective leadership and communication skills (time management - resources)

D2- Mastering the skill of speaking the English language

D3- Developing skills and gaining experience through listening and speaking

D4- Using theoretical information and investing it in the practical aspect

## Course Content

week	hours	Required learning outcomes	Name of the unit/topic	Teaching method	Evaluation method
1-10-2016	3 weekly	The student should be familiar with the basics of sound, sounds, and the science of the phonetic and syllabic systems	<b>Introduction;</b> <b>Phonetics,</b> <b>phonology,</b> <b>segmental,</b> <b>suprasegmental</b> <b>relations</b>	Discussion and explanation	The student's active presence and participation in the course of the lesson
8-10-2016	3 weekly	Knowing the sound concept and how to describe and divide it	<b>Phoneme,</b> <b>description of</b> <b>phonemes,</b> <b>classification</b> <b>of sounds</b>	Use the blackboard and illustrative charts	The student's active presence and participation in the course of the lesson
15-10-2016	3 weekly	Accurately identifying the audio clip and its types, strong and weak. Stress and how to use it	<b>The syllable:</b> <b>strong and</b> <b>weak syllables</b>  <b>Stress in</b> <b>Simple words</b>	Use examples on the board	The student's active presence and participation in the course of the lesson
22-10-2016	3 weekly	Recognizing stress in English and the importance of placing it on strong syllables in complex words	<b>Stress in</b> <b>complex words</b>	Use examples on the board and do an oral classroom exercise	The student's active presence and participation in the course of the lesson
29-10-2016	3 weekly	Knowing the strong and weak syllables and how to distinguish between them	<b>Strong and</b> <b>Weak forms</b>	Listen to audio CDs and try to imitate the speaker	The student's active presence and participation in the course of the lesson
5-11-2016	3 weekly	Highlighting the difficulties and problems that the student and researcher will face in phonetic analysis	<b>Problems in</b> <b>phonemic</b> <b>analysis:</b> <b>problems of</b> <b>analysis</b>	Determining the basic subject matter during guidance and writing on the board by the student with the	The student's active presence and participation in the course of the lesson

				assistance of the teacher	
12-11-2016	3 weekly	Half year holiday	Mid-year holiday		The student's active presence and participation in the course of the lesson
19-11-2016	3 weekly	Identifying aspects of connected speech and the importance of distinguishing sounds at the level of sentences and texts (conversations)	Aspects of connected speech: rhythm, assimilation, elision, linking	Listen to audio CDs and try to imitate the speaker	The student's active presence and participation in the course of the lesson
26-11-2016	3 weekly	The student learns about the importance of the optimal use of intonation, and its role in changing and influencing meaning	Form and function of intonation	Practicing, rehearsing, listening to discs, then analyzing and composing the sentences	The student's active presence and participation in the course of the lesson
3-12-2016	3 weekly	The student will be familiar with the function and structure of intonation in the English language from several aspects, including grammatical and rhetorical	Functions of intonation: grammatical, attitudinal, accentual, and discourse function of intonation	Practicing, rehearsing, listening to the discs, then analyzing and composing the sentences individually and in groups	The student's active presence and participation in the course of the lesson
10-12-2016	3 weekly	The student will be familiar with the structure of intonation in the English language from a structural standpoint	The structure of intonation, and tone unit	Create various examples on the board to enhance understanding	The student's active presence and participation in the course of the lesson

17-12-2016	3 weekly	The student should be creative in discovering the difference between pronunciation among several dialects, according to the geographical area	Geographical differences, tone languages	Listen to the CDs, exercise, explain and work as a group	The student's active presence and participation in the course of the lesson
24-12-2016	3 weekly	The student should be familiar with the basics of sound, sounds, and the science of the phonetic and syllabic systems		Discussion and explanation	The student's active presence and participation in the course of the lesson
31-12-2016	3 weekly	Knowing the sound concept and how to describe and divide it	Introduction; Phonetics, phonology, segmental, suprasegmental relations	Use the blackboard and illustrative charts	The student's active presence and participation in the course of the lesson

<b>References</b>	
- Required prescribed books	English Phonetics and Phonology
- Main references (sources)	Peter Roach
Recommended books and references (scientific journals, reports,...)	An Introduction to the Pronunciation of English A C. Gimson Phonology

	Lass Phonetics J D O'conor
B - Electronic references, Internet sites...	

**Course development plan**

- -Expanding laboratories and classrooms equipped with modern teaching aids, including interactive whiteboards, English language laboratories, and projectors.
- -Openness to websites that provide a virtual class that communicates with its students and the possibility of presenting scientific material for the next lecture.

Curriculum skills chart

Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

**Learning outcomes required from the programme**

Year/ Grade	Course	Course Title	Basic Or optional	Cognitive objectives				Skills objectives of the programme				Emotional and value goals				General and qualifying transferable skills (other skills related to employability and personal development)			
				1A	2A	3A	4A	1B	2B	3B	B4	C1	C2	3C	C4	D1	D2	3D	4D
2023- 2024	Grammar	GRM252	Basic																

## Course Description

**Semester 1: Morphology in English** The semester begins with a quick review of levels of language analysis, then progresses towards identifying, classifying and distributing morphemes in English. The internal structure of the word, analyzing the word into its basic parts; Word types, word formation process and conjugations of nouns, verbs and adjectives. For parts of speech including the form and structure of classes.

**Semester Two: Sentence Structure in English** Introducing students to the positions and functions of noun and verb phrases, and basic sentence patterns.

8. Educational institution	College of Education for Humanities
9. Scientific department/center	English
10. Course name/code	<b>GRM251 Grammar</b>
11. Available attendance forms	3hours a week
12. Semester/year	2017-2016
13. Number of study hours (total)	120
14. Date this description was prepared	2017/1/26

### Course objectives

1. Introducing the student to morphology.
2. Introducing the student to how to form words in the English language
3. Introducing the student to the grammatical models for parts of speech in the



English language

4. Introducing students about the nominal sentence and the verbal sentence in detail.
5. Introduce the student to the basic sentence patterns in the English language.

#### 10. 10. Course outcomes and teaching, learning and evaluation methods

- Cognitive objectives
- Identifying and using the basic parts of sentences in the English language - Analyzing English words and sentences for their components.
- Identify and use nouns and pronouns correctly. -
- Recognize the difference between tense, time, and aspect

#### **B - The skills objectives of the course.**

- The applicant must be able to use inflectional and derivational additions in the English language correctly.
- To be able to analyze words into their basic elements.
- They are expected to be able to form English sentences correctly according to the sentence patterns they have studied during the semester.

#### **Teaching and learning methods**

1. Cooperative education
2. Solve problems
3. Dialogical methods
4. Methods based on discussion and dialogue.

## 5. Methods based on e-learning

### **Evaluation methods**

a. (50) Achievement grade, including the student's monthly and written tests, the student's active attendance and participation in the course of the lesson and other extracurricular activities.

B. (50) Final written test score

C- Emotional and value goals

C1- Ensure that the student completes his assignments on time

C2- Participation in the hall and highlighting the importance of daily attendance.

C3- Dealing positively with students to complete their duties and act responsibly

### **Teaching and learning methods**

1. Through lectures and presentation of theoretical rules.

2. Training students to write on the board

3. Discuss homework mistakes

### Evaluation methods

. Class participation

2. Rapid exams.

3. Homework

4. Monthly exams and the end of the academic year

D - Transferable general and qualifying skills (other skills related to employability and personal development).

D1- Accustoming the student to submitting the assignment at the scheduled time.

D2- Be careful not to repeat spelling and theoretical errors.

D3- Developing communication skills with others and encouraging team spirit

D4- Using the Internet to complete homework.

## Course Content

week	hours	Required learning outcomes	Name of the unit/topic	Teaching method	Evaluation method
1-10-2016	3 weekly	Recognizing the levels of language analysis	Levels of Analysis	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
8-10-2016	3 weekly	Learn about the science of the phonetic system	What is Phonology?	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
15-10-2016	3 weekly	Learn about morphology	What is Morphology?	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
22-10-2016	3 weekly	Learn about grammar	What is Syntax?	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
29-10-2016	3 weekly	Identify and diagnose morphem types	Morphemes: Classification: free morphemes, bound morphemes	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
5-11-2016	3 weekly	Use additives correctly	Bases; affixes: prefixes, suffixes, infixes	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
12-11-2016	3 weekly	Identify the additions for each part of speech	Paradigms: nouns, verbs, etc.	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson

19-11-2016	3 weekly	The ability to analyze words into their main parts	Word Formation Processes:	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
26-11-2016	3 weekly	The ability to analyze words into their main parts	=	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
3-12-2016	3 weekly	Identify the types of ownership forms	Noun Paradigm: plural & possessive	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
10-12-2016	3 weekly	Use verb conjugations correctly	The Verb Paradigm	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
17-12-2016	3 weekly	Ability to use comparative and superlative forms	The Comparable Paradigm	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
24-12-2016	3 weekly	Identify the functional parts of speech	Parts of Speech Structure Classes	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
31-12-2016	3 weekly	Identify the types of pronouns in the English language	Pronouns: personal, interrogative, relative	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
17-2-2017	3 weekly	Identify noun phrases	Noun Phrases	Discussion, dialogue and presentation	The student's active presence and

					participation in the course of the lesson
24-2-2017	3 weekly	Identify noun phrases	=	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
2-3-2017	3 weekly	Identify noun phrases	=	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
9-3-2017	3 weekly	Recognize phrasal verbs	Verb Phrases	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
16-3-2017	3 weekly	Recognize phrasal verbs	=	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
23-3-2017	3 weekly	Recognize phrasal verbs	=	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
30-3-2017	3 weekly	Identify basic sentence patterns	Basic Sentence Patterns1	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson

6-4-2017	3 weekly	Identify basic sentence patterns	=	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
13-4-2017	3 weekly	Identify basic sentence patterns	=	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
20-4-2017	3 weekly	The ability to analyze a word according to its structure, function and position in the sentence.	Modes of Classification: Form, Function, position	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
27-4-2017	3 weekly	The ability to analyze a word according to its structure, function and position in the sentence.	Parts of Speech: positional Classes: Nominal	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
4-5-2017	3 weekly	The ability to analyze a word according to its structure, function and position in the sentence.	Verbals	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
11-5-2017	3 weekly	The ability to analyze a word according to its structure, function and position in the sentence.	Adjectivals	Discussion, dialogue and presentation	The student's active presence and participation in the course of the lesson
18-5-2017	3 weekly	The ability to analyze a word according to its structure, function	Adverbials	Discussion, dialogue and presentation	The student's active presence and participation

		and position in the sentence.			in the course of the lesson
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Course development plan	
<ul style="list-style-type: none"> <li>- -Expanding laboratories and classrooms equipped with modern teaching aids, including interactive whiteboards, English language laboratories, and projectors.</li> <li>- -Openness to websites that provide a virtual class that communicates with its students and the possibility of presenting scientific material for the next lecture.</li> </ul>	

References	
- Required prescribed books - Main references (sources)	Stageberg, N., <i>An Introductory English Grammar</i> , Holt, Rinehart & Winston, 1982.
Recommended books and references (scientific journals, reports,...)	<p><i>A Student's Grammar of English Language</i>.(1990.) by S. Greenbaum and R..Quirk. London: Longman.</p> <p><i>. A Comprehensive Grammar of English Language</i>.1985.by R. Quirk, S. Greenbaum, G. Leech, and J. Svartvik. London: Longman</p>
B - Electronic references, Internet sites...	www.bbc.new.com





**Curriculum skills chart**

**Please put Signal In the boxes corresponding to the individual learning outcomes from the program being assessed**

**Learning outcomes required from the programme**

General skills and qualifying Movable (Other skills related to employability and personal development)				Emotional and value goals				Objectives Skills YehF or program				Objectives IDYH				Basic Or optional	Course Name	Course Code	Year/level
D4	D3	D2	D1	C4	C3	C2	C1	E4	B3	B2	B1	A4	A3	A2	A1				

## Course description form

### Course description

This course description provides a summary of the most important course characteristics and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description.;

College of Education for Human Sciences	1. Educational institution
English	2. The section scientific/ Center
Comprehension COM 163	3. Course name/code
4 hours a week	4. Available attendance forms
2016/2017	5. Semester/year
240	6. Number of study hours(total)
10/1/2016 AD. Ibrahim Khalaf Saleh	7. Date this description was prepared
8. Course objectives	
<b>Study different pieces with a detailed study of the vocabulary of each piece, especially difficult vocabulary and how to use that vocabulary in sentences</b>	


11. The outputs of the Established Teaching, learning and evaluation methods

A- No Cognitive goals

A1-Teach the student how to understand and comprehend the required piece

A2-The student learns the vocabulary of each piece while memorizing that vocabulary along with its meanings

A3-Knowing how to pronounce new words correctly

A4-Teaching the student confusing vocabulary and how to distinguish between them

A5-

A6-

B -Objectives Skills Yeh For Established.

B 1 -The student knows how to extract the meaning of vocabulary by understanding the content

B2 –The student should be able to read the piece correctly

B3 –Emphasizing the correct pronunciation of the vocabulary of the piece, especially new vocabulary

B4-The student should be able to answer the questions of the piece that enhance his understanding of it

Teaching and learning methods

How to give a theoretical lecture

Evaluation methods

Weekly and monthly oral and written exams and the end-of-year exam

C-Emotional and value goals

C1-The student interacts with the lesson through actual participation with the professor in answering questions and through reading the piece in class

C2-The student must commit to preparing homework daily

C3-

C4-

Teaching and learning methods

As mentioned above

Evaluation methods

As mentioned above

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

D1-The student's ability to express what he understood from the piece after reading and understanding the required piece

D2-

D3-

D4-

## 12. Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Taking the oral or daily exam	a lecture	<b>The first piece: its vocabulary and comprehension questions about it</b>	The student knows new vocabulary specific to this piece, along with some difficulties and linguistic structures specific to the piece	4 hours per week	the first
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>Key compositions and special difficulties</b>		<b>4 hours per week</b>	the second
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>Widget the second: Its vocabulary and comprehension questions about it</b>	<b>The student knows new vocabulary specific to this piece, along with some difficulties and linguistic structures specific to the piece</b>	<b>4 hours per week</b>	the third
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>Key compositions and special difficulties</b>		<b>4 hours per week</b>	the fourth
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>Widget Third: Its vocabulary and comprehension</b>	<b>The student knows new vocabulary specific to this</b>	<b>4 hours per week</b>	Fifth

		questions about it	piece, along with some difficulties and linguistic structures specific to the piece		
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>Key compositions and special difficulties</b>		<b>4 hours per week</b>	<b>VI</b>
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>WidgetFourth: Its vocabulary and comprehension questions about it</b>	<b>The student knows new vocabulary specific to this piece, along with some difficulties and linguistic structures specific to the piece</b>	<b>4 hours per week</b>	<b>Seventh</b>
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>Key compositions and special difficulties</b>		<b>4 hours per week</b>	<b>VIII</b>
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>WidgetFifth: Its vocabulary and comprehension questions about it</b>	<b>The student knows new vocabulary specific to this piece, along with some difficulties and linguistic structures specific to the piece</b>	<b>4 hours per week</b>	<b>Ninth</b>



<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>Key compositions and special difficulties</b>		<b>4 hours per week</b>	The tenth
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>WidgetSix: Its vocabulary and comprehension questions about it</b>	<b>The student knows new vocabulary specific to this piece, along with some difficulties and linguistic structures specific to the piece</b>	<b>4 hours per week</b>	eleventh
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>Key compositions and special difficulties</b>		<b>4 hours per week</b>	twelfth
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>WidgetSeven: Its vocabulary and comprehension questions about it</b>	<b>The student knows new vocabulary specific to this piece, along with some difficulties and linguistic structures specific to the piece</b>	<b>4 hours per week</b>	Thirteenth
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>Key compositions and special difficulties</b>		<b>4 hours per week</b>	fourteenth
<b>Taking the oral</b>	<b>a lecture</b>	<b>Supplement key combinations</b>		<b>4 hours per week</b>	Fifteenth

<b>or daily exam</b>		<b>and special difficulties</b>			
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>WidgetEight: Its vocabulary and comprehension questions about it</b>	<b>The student knows new vocabulary specific to this piece, along with some difficulties and linguistic structures specific to the piece</b>	<b>4 hours per week</b>	<b>sixteen</b>
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>Key compositions and special difficulties</b>		<b>4 hours per week</b>	<b>seventeenth</b>
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>WidgetNine: Its vocabulary and comprehension questions about it</b>	<b>The student knows new vocabulary specific to this piece, along with some difficulties and linguistic structures specific to the piece</b>	<b>4 hours per week</b>	<b>eighteen</b>
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>Key compositions and special difficulties</b>		<b>4 hours per week</b>	<b>nineteenth</b>
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>Widgettenth: Its vocabulary and comprehension</b>	<b>The student knows new vocabulary specific to this piece, along with</b>	<b>4 hours per week</b>	<b>The twentieth</b>

		questions about it	some difficulties and linguistic structures specific to the piece		
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>Widgeteleventh : Its vocabulary and comprehension questions about it</b>	<b>The student knows new vocabulary specific to this piece, along with some difficulties and linguistic structures specific to the piece</b>	<b>4 hours per week</b>	<b>21st</b>
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>The twelfth piece: its vocabulary and comprehension questions about it</b>	<b>The student knows new vocabulary specific to this piece, along with some difficulties and linguistic structures specific to the piece</b>	<b>4 hours per week</b>	<b>twenty tow</b>
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>The thirteenth piece: its vocabulary and comprehension questions about it</b>	<b>The student knows new vocabulary specific to this piece, along with some difficulties and linguistic structures specific to the piece</b>	<b>4 hours per week</b>	<b>twenty third</b>

<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>The fourteenth piece: its vocabulary and comprehension questions about it</b>	<b>The student knows new vocabulary specific to this piece, along with some difficulties and linguistic structures specific to the piece</b>	<b>4 hours per week</b>	twenty fourth
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>The fifteenth piece: its vocabulary and comprehension questions about it</b>	<b>The student knows new vocabulary specific to this piece, along with some difficulties and linguistic structures specific to the piece</b>	<b>4 hours per week</b>	25th
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>The sixteenth piece: its vocabulary and comprehension questions about it</b>	<b>The student knows new vocabulary specific to this piece, along with some difficulties and linguistic structures specific to the piece</b>	<b>4 hours per week</b>	twenty-sixth
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>The seventeenth piece: its vocabulary and comprehension</b>	<b>The student knows new vocabulary specific to this piece, along with some difficulties</b>	<b>4 hours per week</b>	27th

		questions about it	and linguistic structures specific to the piece		
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>The eighteenth piece: its vocabulary and comprehension questions about it</b>	<b>The student knows new vocabulary specific to this piece, along with some difficulties and linguistic structures specific to the piece</b>	<b>4 hours per week</b>	<b>Twenty-eighth</b>
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>The nineteenth piece: its vocabulary and comprehension questions about it</b>	<b>The student knows new vocabulary specific to this piece, along with some difficulties and linguistic structures specific to the piece</b>	<b>4 hours per week</b>	<b>XXIX</b>
<b>Taking the oral or daily exam</b>	<b>a lecture</b>	<b>The twentieth piece: its vocabulary and comprehension questions about it</b>	<b>The student knows new vocabulary specific to this piece, along with some difficulties and linguistic structures specific to the piece</b>	<b>4 hours per week</b>	<b>thirty</b>

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#### 14. Course development plan

The curriculum can be developed by studying an additional external subject chosen by the professor, provided that it is given as homework first, and then the professor discusses the assignment and solves the exercises in class.

**Curriculum skills chart**

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General and qualifying transferable skills (other skills related to employability and personal development)				Emotional and value goals				Skills objectives of the programme				Cognitive objectives				Basic Or optional	Course Name	Course Code	Year/level
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Basic	construction	COM163	the first



## Course description form

### Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

Tikrit University - College of Education for Humanities	9. Educational institution
Department of English Language	10. Scientific department/center
Composition COM163	11. Course name/code
Student attendance is present and essential, not distance learning for 2 hours per week.	12. Available attendance forms
The first stage - annual	13. Semester/year
120	14. Number of study hours (total)
1/25/2017	15. Date this description was prepared
16. Course objectives	
1- Teaching First grade students how to write a complete, typical composition.	

2- Teaching the student how to write each paragraph of composition writing correctly.

3- Developing English writing skills among English language students as a basic skill.

4- Writing Sentences of all kinds and sections, with training on punctuation.

5- Use Explaining new vocabulary and correct methods of expression.


### 15. Course outcomes and teaching, learning and evaluation methods

#### A- Cognitive objectives

A1- Teaching the student the concept of structure, paragraph, sentence or main idea.

A2- Teaching students how to write a composition and the steps and stages of writing a composition.

A3- Teaching students to use various sentences in writing composition.

A4- Teaching students how to mark a composition.

A5- Teaching the student to write personal letters by presenting several models with explanations

A6-

#### B - The skills objectives of the course.

B1 - Teaching students and discussing the writing process (sections and stages) of compositional writing.

B2 - Explain how to link the sub-ideas to the main idea and develop it.

B3 - Guiding and teaching the student how to pay attention to the basic aspects of writing (grammar - vocabulary - punctuation).

#### Teaching and learning methods

1- Giving lectures (explanation and clarification)

2- Brainstorming

3- Use of e-learning

4- Problem solving

5- Using cooperative education

#### Evaluation methods

Oral tests - daily participation - writing the composition inside and outside the classroom - written tests.

1- Annual endeavor score out of (50), including tests, participation, and written activities.

2- Final written test score (50)

#### C- Emotional and value goals

C1- Teaching the student communication skills

C2- The student's active participation in asking questions and how to answer them

C3- Attention and perception

C4- The ability to deduce and extrapolate

Teaching and learning methods

- 1- Giving lectures (explanation and clarification)
- 2- Brainstorming
- 3- Use of e-learning
- 4- Problem solving
- 5- Using cooperative education

Evaluation methods

Oral tests - daily participation - writing the composition inside and outside the classroom - written tests.

- 1- Annual endeavor score out of (50), including tests, participation, and written activities.
- 2- Final written test score (50)

D - Transferable general and qualifying skills (other skills related to employability and personal development).

- D1- Submit homework and reports on the specified date
- D2- Enthusiasm and potential for development in composition writing
- D3- Manage time appropriately
- D4- Communication and interaction with others and working as a team

16. Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Student attendance and participation. Write creation	Presentati on, discussion and dialogue	Introduction to writing composition	How to write a composition.  The importance of studying composition and the importance of writing skill	2 hours a week	1
Active student presence, participati on and discussion .	Presentati on, discussion and dialogue	Parts and steps of writing composition	Steps and stages of writing a composition	2 hours a week	2
Active student presence, participati on and discussion .	Presentati on, discussion and dialogue	Unit one composition 1-2 (a)time clauses	How to write a temporal sentence	2 hours a week	3
Active student presence, participati on and discussion .	Presentati on, discussion and dialogue	Composition 3 (a)because clauses (b)time clauses	How to write the similarity of the causal sentence and the temporal sentence	2 hours a week	4

Student attendance and participation. Write creation	Presentati on, discussion and dialogue	Composition 4 (a)adjectival clauses (b) time clauses Because clauses	How to write a semi-sentenceDescript ive, temporal and causal	2 hours a week	5
Active student presence, participati on and discussion .	Presentati on, discussion and dialogue	Composition 5 (a)adjectival clauses (b)because clauses	How to write a descriptive and causal sentence	2 hours a week	6
Active student presence, participati on and discussion .	Presentati on, discussion and dialogue	Composition 6 Exercises on composition planning Free composition from a choice of three subjects	Exercises on how to develop a plan for writing a composition. Write creation	2 hours a week	7
Active student presence, participati on and discussion .	Presentati on, discussion and dialogue	Composition 7 (a)so that clauses (b) adjectival clauses	How to write an objective and descriptive sentence	2 hours a week	8
Active student presence,	Presentati on, discussion	Composition 8	How to write a nominal, objective, and	2 hours a week	9

participation and discussion	and dialogue	Preliminary exercise (a) noun clauses (b) so that adjectival clauses	descriptive sentence		
Student attendance and participation. Write creation	Presentation, discussion and dialogue	Composition 9 Preliminary exercise Noun clauses	Preliminary exercises on how to write the nominal phrasal verb	2 hours a week	10
Active student presence, participation and discussion	Presentation, discussion and dialogue	Composition 10 (a) if clauses (b) noun clauses	How to write a conditional and nominal sentence	2 hours a week	11
Active student presence, participation and discussion	Presentation, discussion and dialogue	Composition 11 (a) practice in the use of model auxiliaries if clauses (b) noun clauses Adjectival clauses general revision	Training on the use of each of the auxiliary verbs and how to write the causal and nominal sentences	2 hours a week	12

Active student presence, participation and discussion	Presentation, discussion and dialogue	Composition 12 Exercise on composition planning Free composition from a choice of three subjects	Exercises on how to develop a plan for writing a composition. Write creation. Choose from three constructions	2 hours a week	13
Active student presence and discussion  Write creation	Presentation, discussion and dialogue	Composition 13 (a) Sentence containing coordinate clauses joined by and, but, so	How to write sentences that contain conjunctions	2 hours a week	14
		First term exam		2 hours a week	15
Active student presence, participation and discussion		Composition 14 (a) present participle phrases (b) if clauses Co-ordinate clauses	How to write a causal and relational sentence	2 hours a week	16



Active student presence, participation and discussion	Presentation, discussion and dialogue	Composition 15 (a) ...verb +(pro)noun +to +infinitive	How to write sentences containing verb +(pro)noun +to +infinitive	2 hours a week	17
Active student presence, participation and discussion	Presentation, discussion and dialogue	Composition 16 (a) although clauses (b) present participle phrases verb +(pro)noun +to +infinitive...	How to write a subjunctive sentence	2 hours a week	18
Active student presence, participation and discussion	Presentation, discussion and dialogue	Composition 17 (a) sentences with verbs in the passive (b) verb+(pro)noun +to+ infinitive	How to write sentences with verbs in the passive voice	2 hours a week	19
Active student presence, participation and	Presentation, discussion and dialogue	Composition 18 Exercise on composition planning	Exercises on how to develop a plan for writing a composition. Write creation. Choose from	2 hours a week	20

discussion		Your progress in composition writing Free composition from a choice of three subjects	three constructions		
Active student presence, participation and discussion	Presentati on, discussion and dialogue	Composition 19 Adjective al (a) clauses Althou gh (b) clauses Sentenc es (c) with verbs in the passive	How to write a descriptive and interjective sentence	2 hours a week	21
Active student presence, participation and discussion  Write creation	Presentati on, discussion and dialogue	Composition 20 Infinitive of (a) purpose Adjective al (b) clauses	How to write an infinitive and objective sentence	2 hours a week	22
Active student presence,	Presentati on, discussion	Composition 21 (a) Adjectival	How to write a descriptive and	2 hours a week	23

participati on and discussion .	and dialogue	clauses infinitive of purpose noun clauses	nominal sentence		
Active student presence, participati on and discussion .	Presentati on, discussion and dialogue	Composition 22 Preliminary exercise Participle phrases which follow nouns Infinitive of purpose	Initial exercises How to write paragraphs with the third conjugation of the verb	2 hours a week	24
Active student presence, participati on and discussion .	Presentati on, discussion and dialogue	Composition 23 (a)sentences containing direct speech. speech (b) general review Participle phrases which follow nouns Noun clauses	How to write a direct speech sentence	2 hours a week	25

Active student presence, participation and discussion .	Presentati on, discussion and dialogue	Composition 24 Free composition from a choice of three subjects	Write a free composition, choosing from three compositions	2 hours a week	26
		Second term exam		2 hours a week	27
Active student presence, participation and discussion .	Presentati on, discussion and dialogue	General review about parts and steps of writing composition		2 hours a week	28
Active student presence, participation and discussion .	Presentati on, discussion and dialogue	General review About types of clauses	General reference	2 hours a week	29
Active student presence, participation and discussion .	Presentati on, discussion and dialogue	Discussion of students' compositions errors in general		2 hours a week	30

17. Infrastructure

<p>(1) Guided Course in English Composition 1 (1977) by C. Jupp and John Milne London :Longman</p> <p>(2) Paragraph Writing (1970) by Frank .London: Oxford University Press Chaplen</p>	<p>1- Required prescribed books</p>
<p>2. Writing Better English (2004) by Swick, E. New York: Macrow Hill Company A Guide to Writing</p>	<p>2- Main references (sources)</p>
	<p>Recommended books and references (scientific journals, reports,...)</p>
<p>A Beginner's Guide to Writing in English for University Study <a href="http://www.futurelearn.com">www.futurelearn.com</a></p>	<p>B - Electronic references, Internet sites...</p>

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18. Course development plan



**Curriculum skills chart**

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General and qualifying transferable skills (other skills related to employability and personal development)				Emotional and value goals				Skills objectives of the programme				Cognitive objectives				Basic Or optional	Course Name	Course Code	Year/level
I	D	D	D1	C	C	C	C	B	B	B	B	A	A	A	A				
4	3	2		4	3	2	1	4	3	2	1	4	3	2	1				



## Course description form

### Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

Tikrit University / College of Education for Human Sciences	17.Educational institution
English	18.Scientific department/center
PHO 152 sound	19.Course name/code
4 hours per week	20.Available attendance forms
2016/2017	21.Semester/year
240	22.Number of study hours (total)
10/1/2016 M.M. Waqas Saadi Ismail	23.Date this description was prepared
24.Course objectives	
1. Training students on the correct pronunciation and words in English	
2. Students are provided with linguistic structures and then trained to use them while speaking in meaningful and live situations.	
3. Enabling students to understand phonetic aspects by linking words to the things they represent, then linking things to	

context, and linking context to expression in simple and learned language.

#### 19. Course outcomes and teaching, learning and evaluation methods

##### A- Cognitive objectives

A1- Discovering the mechanism of producing linguistic sounds

A2- Providing a more accurate definition of the sounds produced in the English language

A3- Giving a more accurate understanding of the characteristics of letters, their description, similarities in pronunciation, and distinguishing between them

A4-

A5-

A6-

B - The skills objectives of the course.

B1 - Expanding the student's knowledge

B2 - Strengthening the student's language

B3 - Expanding the student's awareness through training him in applied aspects

B4 -

Teaching and learning methods

Communicating with students scientifically and intellectually

Evaluation methods

Weekly and monthly oral and written exams and end-of-year exams

C- Emotional and value goals

C1- The pronunciation reveals the personality of the speaker

C2- Developing their abilities for effective participation

C3-

C4-

Teaching and learning methods

As mentioned above

Evaluation methods

Weekly and monthly oral and written exams and end-of-year exams

D - Transferable general and qualifying skills (other skills related to employability and personal development).

D1- Developing students' capabilities

D2- Developing the ability to pronounce correctly

D3- Encouraging commitment and discipline

D4-

20. Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
<b>Participate in the discussion and conduct daily and monthly examinations - oral and written</b>	<b>Explaining the material with students' participation and listening in the laboratory</b>	<b>Problems with pronunciation in any language?</b>	<b>Introducing students to the difficulties and problems of pronunciation and the adopted language</b>	<b>4 hours per week</b>	<b>1-2</b>
<b>Participate in the discussion and conduct daily and monthly examinations - oral and written</b>	<b>Explaining the material with students' participation and listening in the laboratory</b>	<b>Primary votes Vote totals</b>	<b>Introducing them to the basic sounds and hearing how they are pronounced</b>	<b>4 hours per week</b>	<b>3-4</b>
<b>Participate in the discussion and conduct daily and monthly examinations - oral</b>	<b>Explaining the material with students' participation and listening in the</b>	<b>Words and phrases are organs of speech</b>	<b>Use the learned sounds to pronounce phrases and words</b>	<b>4 hours per week</b>	<b>5-6</b>

<b>and written</b>	<b>laborator y</b>				
<b>Participate in the discussion and conduct daily and monthly examinations - oral and written</b>	<b>Explaining the material with students' participation and listening in the laborator y</b>	<b>The correct sounds are fricatives</b>	<b>Introducing them to the correct sounds and training them to pronounce them. Explaining fricative sounds and hearing them</b>	<b>4 hours per week</b>	<b>7-8</b>
<b>Participate in the discussion and conduct daily and monthly examinations - oral and written</b>	<b>Explaining the material with students' participation and listening in the laborator y</b>	<b>Vibratory sounds, nasal sounds</b>	<b>Introducing them to vibratory sounds and training them to pronounce them. Explaining and listening to nasal sounds</b>	<b>4 hours per week</b>	<b>9-10</b>
<b>Participate in the discussion and conduct daily and monthly examinations - oral and written</b>	<b>Explaining the material with students' participation and listening in the laborator y</b>	<b>Lateral sounds, convergent sounds</b>	<b>Introducing them to lateral and approximate sounds and training them to pronounce them after hearing them</b>	<b>4 hours per week</b>	<b>11-12</b>

<b>Participate in the discussion and conduct daily and monthly examinations - oral and written</b>	<b>Explaining the material with students' participation and listening in the laboratory</b>	<b>Correct sounds follow vowel sounds</b>	<b>Explaining the sequence of correct and vowel sounds and training them to pronounce them after hearing them</b>	<b>4 hours per week</b>	<b>13-14</b>
<b>Participate in the discussion and conduct daily and monthly examinations - oral and written</b>	<b>Explaining the material with students' participation and listening in the laboratory</b>	<b>Binary sounds</b>	<b>Explaining binary sounds, hearing them, and pronouncing them after hearing them</b>	<b>4 hours per week</b>	<b>15-16</b>
<b>Participate in the discussion and conduct daily and monthly examinations - oral and written</b>	<b>Explaining the material with students' participation and listening in the laboratory</b>	<b>Stressed syllables</b>	<b>Explaining the stress of syllables and training students to pronounce them after hearing them</b>	<b>4 hours per week</b>	<b>17-18</b>

<b>Participate in the discussion and conduct daily and monthly examinations - oral and written</b>	<b>Explaining the material with students' participation and listening in the laboratory</b>	<b>Weak formulas</b>	<b>Explaining the weak formula and practicing it after hearing it</b>	<b>4 hours per week</b>	<b>19-20</b>
<b>Participate in the discussion and conduct daily and monthly examinations - oral and written</b>	<b>Explaining the material with students' participation and listening in the laboratory</b>	<b>Powerful formulas</b>	<b>Explaining, listening to, and practicing strong formulas</b>	<b>4 hours per week</b>	<b>21-22</b>
<b>Participate in the discussion and conduct daily and monthly examinations - oral and written</b>	<b>Explaining the material with students' participation and listening in the laboratory</b>	<b>Rhythm</b>	<b>Explanation of the material, the concept of rhythm and its style</b>	<b>4 hours per week</b>	<b>23-24</b>

<b>Participate in the discussion and conduct daily and monthly examinations - oral and written</b>	<b>Explaining the material with students' participation and listening in the laboratory</b>	<b>Streamline</b>	<b>Explaining matter, the concept of flow and its method</b>	<b>4 hours per week</b>	<b>25-26</b>
<b>Participate in the discussion and conduct daily and monthly examinations - oral and written</b>	<b>Explaining the material with students' participation and listening in the laboratory</b>	<b>Intonation</b>	<b>Training students on intonation, listening, and pronunciation of words</b>	<b>4 hours per week</b>	<b>27-28</b>
<b>Participate in the discussion and conduct daily and monthly examinations - oral and written</b>	<b>Explaining the material with students' participation and listening in the laboratory</b>	<b>Descending and ascending sounds in intonation</b>	<b>Explaining the topic and the difference between ascending and descending sounds, listening to them and pronouncing them</b>	<b>4 hours per week</b>	<b>29-30</b>



21. Infrastructure	
Better English Pronunciation by JDO Connor	1- Required prescribed books
<b>Audio CD</b>	2- Main references (sources)
nothing	Recommended books and references (scientific journals, reports,...)
Use the Internet and reliable speaking dictionaries that provide voice representation to learn correct pronunciation	B - Electronic references, Internet sites...

22. Course development plan	
Encouraging students to use the full disk outside lecture time to practice correct pronunciation	

**Curriculum skills chart**

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General and qualifying transferable skills (other skills related to employability and personal development)				Emotional and value goals				Skills objectives of the programme				Cognitive objectives				Basic Or optional	Course Name	Course Code	Year/level			
																				D4	D3	D2
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	English Grammar	GRM161	The first

## Course description form

### Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

Tikrit University - College of Education for Humanities	25.Educational institution
Department of English Language	26.Scientific department/center
english grammar/(GRM161) English Grammar	27.Course name/code
Student attendance is essential	28.Available attendance forms
First grade	29.Semester/year
70	30.Number of study hours (total)
1/9/2016	31.Date this description was prepared
32.Course objectives	
This course aims to develop the student's abilities in sentence structure in the English language with regard to form, content, tenses, and types of the sentence, phrase, semi-sentence, and even the word, and to know the rules and principles of dealing with each of them, so that the student can create correct sentences free of grammatical errors.	


23. Course outcomes and teaching, learning and evaluation methods

A- Cognitive objectives

A1- The ability to use tenses correctly

A2- The ability to understand types of sentences in the English language

A3- The ability to know how to deal with parts of speech and the changes that occur in each of them

A4- The ability to connect sentences and the effect of this on the structure of each of them

A5- The ability to use direct and indirect speech

A6- The ability to use the active voice and the passive voice

B - The skills objectives of the course.

B1 - The student must: become familiar with the grammatical foundations for linking and composing sentences in the English language.

B2 - The student must: discuss and participate in giving examples of the topics studied

B3 - The student must: practice how to create different types of sentences, linking devices, and auxiliary verbs.

B4 - The student must: predict the mistakes he or his classmates will make regarding the lesson topics

Teaching and learning methods

- 1- Giving lectures (explanation and clarification)
- 2- Using technological educational aids as teaching aids (educational films - electronic lecture)
- 3- Self-learning method by supporting a learner-centered learning environment (individual - groups)
- 4- Urging students to use books or the Internet as one of the learning methods

#### Evaluation methods

Written tests - oral tests - daily test - observation - daily training - completing assignments - completing practical assignments

#### C- Emotional and value goals

C1 - The ability to receive and accept, for example: listen - focus - get to know - participate - practice

C2- The ability to make value judgments, for example: initiates - works - proposes in order to encourage the student to participate and excel.

C3 - The ability to respond, for example, using some verbs (answers - agrees - decides - helps - discusses)

C4 - Ability to organize values: Some examples used in value organization: (correct - organize - arrange) for the purpose of obtaining the best results in learning pronunciation and concentration.

#### Teaching and learning methods

1. Giving lectures (explanation and clarification)
2. Using technological educational aids as teaching aids

3. Self-learning method by supporting a learner-centered learning environment (individual - groups)

Urging students to use the library or the Internet as one of the learning methods

4. Asking the student to perform daily assignments

Evaluation methods

Written news - daily oral news - daily participation - preparing, writing, and discussing assignments

D - Transferable general and qualifying skills (other skills related to employability and personal development).

D1- Effective leadership and communication skills (time management - resources)

D2- Mastering the skill of speaking the English language

D3- Developing skills and gaining experience through listening and speaking

D4- Using theoretical information and investing it in the practical aspect

24. Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Discussion and exercise	Lecture and explanation	Tenses	The student should be familiar with using dotting tools	18	1-6
Discussion, exercise and daily exam	Lecture and explanation with examples	Conditional sentence	Ability to paraphrase English texts	6	7-8
Discussion, exercise and exam	Lecture and explanation with examples	Passive	How to choose a topic title	6	9-10
Discussion, exercise and exam	Lecture and explanation with examples	Reported Speech	For the student to know the types of articles	3	11
Discussion, exercise and daily exam	Lecture and explanation with examples and use of exercises	Questions	For the student to recognize, analyze, and synthesize ideas, practice writing a narrative essay, and then evaluate the correctness of his written work.	3	12
Discussion and exercise	Lecture and explanation with	Auxiliary verbs in short	For the student to recognize, analyze, and synthesize ideas,	3	13

	examples and use of exercises	questions	practice writing a descriptive essay, and then evaluate the correctness of his written work.		
		Half year holiday	Half year holiday		
Discussion, exercise and exam	Lecture and explanation with examples and use of exercises	-ing and the infinitive	For the student to recognize, analyze, and synthesize ideas, practice writing an argumentative essay, and then evaluate the correctness of his written work.	9	14-16
Discussion, exercise and exam	Lecture and explanation with examples and use of exercises	Articles	For the student to recognize and analyze the corruption of ideas, practice writing good articles, and then evaluate the correctness of his written work	12	17-20
Discussion, exercise and exam	Lecture, explanation, exercise, and work	Relative clauses	The student should be able to organize ideas, practice writing	6	21-22



	as an individual or group		good articles, and read them in class		
Discussion, exercise and exam	Lecture, explanation, exercise, and work as an individual or group	Adjectives and adverbs	The student must be creative and innovative in arranging ideas and writing good articles	3	23
Discussion, exercise and exam	Lecture, explanation, exercise, and work as an individual or group	Word order	The student should be creative in writing summaries and be creative in rephrasing various texts	3	24
Discussion, exercise and exam	Lecture, explanation, exercise, and work as an individual or group	Preposition		9	25-27
Discussion, exercise and exam	Lecture, explanation, exercise, and work as an individual or group	Phrasal verbs		3	28

25. Infrastructure	
English Grammar in Use Murphy	1- Required prescribed books
English University Grammar Quirk and Greenbaum	2- Main references (sources)
Grammar in context	Recommended books and references (scientific journals, reports,...)
English for today	B - Electronic references, Internet sites

26. Course development plan
It is best to use audio files to pronounce sentences and articles so that the student can use them optimally and in a manner similar to their use and pronunciation by a native speaker of the English language.

**Curriculum skills chart**

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General and qualifying transferable skills (other skills related to employability and personal development)				Emotional and value goals			Skills objectives of the programme				Cognitive objectives				Basic Or optional	Course Name	Course Code	Year/level	
I	D	D	D1	C	C	C	B	B	B	B	A	A	A	A					
4	3	2		4	3	2	1	4	3	2	1	4	3	2	1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	my choice	computer	COM149	the first

## Course description form

### Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

Tikrit University - College of Education for Humanities	33.Educational institution
Department of English Language	34.Scientific department/center
ComputerCOM149	35.Course name/code
Student attendance is present and essential, not distance learning for 2 hours per week.	36.Available attendance forms
The first stage - annual	37.Semester/year
120	38.Number of study hours (total)
1/25/2017	39.Date this description was prepared
40.Course objectives	
educationThe student must be familiar with the basic rules for dealing with the computer and manage it to help him complete projects, print matters, prepare statistics and graphs, and create presentations. With the emergence of the Internet as a means of communication available to everyone, it has become very necessary for the student to learn to use the computer due to the role of the Internet in many fields,	

including education, scientific research, and commerce. Marketing through electronic correspondence, web pages, and electronic speaking.

## 27. Course outcomes and teaching, learning and evaluation methods

### A- Cognitive objectives

A1- The student's ability to assimilate and understand the material

A2- The ability to apply what you have learned on the calculator in a practical way

A3-

A4-

A5-

A6-

B - The skills objectives of the course.

B1 - Questions and discussion about the material

B2 - Showing educational films related to the subject to ensure that the student understands the material

### Teaching and learning methods

Explanation, clarification, and use of slides and pictures to attract students' attention. As well as the practical application of what was explained on the computer, in addition to conducting tests and examinations

Evaluation methods

The degree of pursuit is 35

Practical score 15

The final exam score is 50

C- Emotional and value goals

C1- Urging the student to use the computer well

C2- Guiding students on how to deal with the social and educational site

C3-

C4-

Teaching and learning methods

The material is presented in the form of educational films and explained, and the student is asked to make reports on the computer and its use

Evaluation methods

Two marks are awarded for reports, attendance and participation

D - Transferable general and qualifying skills (other skills related to employability and personal development).

D1- Directing the student to write reports and research on the subjects and topics studied

D2- Conducting discussion circles on the subject or topic-

28. Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
<b>Daily tests</b>	theoretical	<b>basicsthe computer</b>	<b>Phasesturn the computerAnd his generations</b>	2 hours a week	1
<b>Daily tests</b>	theoretical	<b>basicsthe computer</b>	<b>Computer features and areas of use</b>	2 hours a week	2
<b>Daily tests</b>	theoretical	<b>basicsthe computer</b>	Types of computers	2 hours a week	3
<b>Daily tests</b>	A video explaining the parts of a computer	Computer's components	Computer's components Input and output	2 hours a week	4
<b>Daily tests</b>	theoretical	Computer's components	Computer box	2 hours a week	5
<b>Daily tests</b>	theoretical	Computer's components	Personal computer	2 hours a week	6
<b>Daily tests</b>	theoretical	Computer's components	Computer platform	2 hours a week	7
<b>Daily tests</b>	theoretical	Computer's components	Personal computer features	2 hours a week	8
<b>Daily tests</b>	theoretical	OS	Definition of the operating system, its	2 hours a week	9

			functions and classification		
<b>Daily tests</b>	theoretical	OS	Windows 7 operating system	2 hours a week	10
<b>Daily tests</b>	Theoretical 1 - Using a calculator	OS	Desktop components	2 hours a week	11
<b>Daily tests</b>	practical	OS	Start menu and its contents	2 hours a week	12
<b>Daily tests</b>	Theoretical 1 - Using a calculator	OS	The taskbar, its contents and functions	2 hours a week	13
<b>Daily tests</b>	theoretical	OS	Media area	2 hours a week	14
<b>Daily tests</b>	Theoretical 1 - Using a calculator	OS	Folders, files and icons	2 hours a week	15
<b>Daily tests</b>	practical	OS	Performing operations on windows	2 hours a week	16
<b>Daily tests</b>	Theoretical 1 - Using a calculator	OS	Desktop backgrounds and control panel	2 hours a week	17
<b>Daily tests</b>	theoretical	OS	Move between Windows windows	2 hours a week	18
<b>Daily tests</b>		5/2/2017	Half year holiday	2 hours a week	19
<b>Daily tests</b>	theoretical	Internet and computer security	Ethics of the electronic world	2 hours a week	20



			and computer security		
<b>Daily tests</b>	theoretical	Internet and computer security	Computer software licenses and their types	2 hours a week	21
<b>Daily tests</b>	theoretical	Internet and computer security	Electronic hacking	2 hours a week	22
<b>Daily tests</b>	theoretical	Internet and computer security	Types of hacking	2 hours a week	23
<b>Daily tests</b>	theoretical	Internet and computer security	Sources of hacking and security problems	2 hours a week	24
<b>Daily tests</b>	theoretical	Internet and computer security	Computer viruses and unsafe websites	2 hours a week	25
<b>Daily tests</b>	theoretical -video	Internet and computer security	Components of viruses and their types	2 hours a week	26
<b>Daily tests</b>	theoretical	Internet and computer security	Damage caused by viruses	2 hours a week	27
<b>Daily tests</b>	Theoretical 1 - Computer use	Internet and computer security	Emil's own work	2 hours a week	28
<b>Daily tests</b>	Theoretical 1 - Computer use	Internet and computer security	How to search by search engine	2 hours a week	29

<b>Daily tests</b>	theoretical	Internet and computer security	Safe sites	2 hours a week	30
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### 30. Course development plan

The curriculum should include many practical applications so that students can benefit from it as much as possible.

### 29. Infrastructure

Computer basics and office applications - Ministry of Higher Education and Scientific Research - Department of Research and Development	1- Required prescribed books
	2- Main references (sources)
- <b>LeBlanc, Brandon."A closer look at the windows 7. 2009</b>	Recommended books and references (scientific journals, reports,...)
	B - Electronic references, Internet sites...

**Curriculum skills chart**

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General and qualifying transferable skills (other skills related to employability and personal development)				Emotional and value goals			Skills objectives of the programme				Cognitive objectives				Basic Or optional	Course Name	Course Code	Year/level
I	D	D	D1	C	C	C	B	B	B	B	A	A	A	A				
4	3	2		4	3	2	1	4	3	2	1	4	3	2	1			

## Course description form

### Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.

Tikrit University- College of Education for Humanities	41.Educational institution
Department of English Language	42.Scientific department/center
Conversation/ Cov 164	43.Course name/code
Student attendance is an existing and essential matter, not distance learning	44.Available attendance forms
The first stage	45.Semester/year
64	46.Number of study hours (total)
1/30/2017	47.Date this description was prepared
48.Course objectives	
Conversation course(1) Interchange Third Edition aims to give the student many and varied opportunities to learn the English language, which helps the student in developing his level in the English language through the various aspects included in the course (Topics, Functions, Grammar).	

The main goal of this course is for the student to learn the four skills (listening, speaking, reading, and writing), in addition to vocabulary and pronunciation.

### 31. Course outcomes and teaching, learning and evaluation methods

#### A- Cognitive objectives of conversation material

A1-Remembering: At the level of remembering, the student must:

- ❖ The student remembers the vocabulary required to be used within each topic
- ❖ Recall the ideas used in each topic
- ❖ Knows the uses of different verbs

A2-Understanding: The student must

- ❖ Organize ideas within each topic
- ❖ Elicits the use of different expressions from conversations within each topic
- ❖ Gives diverse ideas within the topic of each unit
- ❖ Explain the use of the grammatical rules mentioned within each unit

A3- Application: The student must:

- ❖ Applies grammar rules in conversation within each topic (unit)
- ❖ Produces multiple ideas within a topic (unit)
- ❖ Prepare various conversational uses of grammar rules in each unit

A4-Analysis: The student must...

- ❖ Distinguishes the use of tenses within the topic of conversation
- ❖ He chooses the form of the verb according to the tense and the subject
- ❖ It details the expressions used within each topic

- ❖ Recognizes the importance of choosing the idea and grammatical rules in different contexts

A5- Composition: The student must...

- ❖ Combines various verbal rules in conversations
- ❖ Rearranges sentences according to specific grammatical rules
- ❖ Organizes different talks on various topics
- ❖ Rewrites conversations in a new way
- ❖ Connects the ideas of each topic with grammatical rules in writing a specific activity
- ❖ Connects topic ideas within course units
- ❖ Writes a conversation or description of a place, person or thing in a text message, email or article

A6- Evaluation: The student must...

- ❖ He expresses his opinion on various topics and in different ways
- ❖ He appreciates the importance of conversation material in developing his English language
- ❖ He is creative in devising ways to talk about various topics.

B - The skills objectives of the course.

B1 - The student discusses the different ideas in the course units

B2 - Discuss with the student in a scientific manner everything related to the use of English grammar in conversations

B3 - Pushing the student towards creative thinking in formulating conversations

Teaching and learning methods

1. Giving lectures (explanation and clarification)

2. Using technological educational aids as teaching aids

3. Learner-centered self-education method

4. Urging the student to use the library and electronic dictionaries

Evaluation methods

Written tests, oral tests, daily contributions, completing assignments

C- Emotional and value goals

C1- Reception and acceptance: The student must

- ❖ Listens to the lecture effectively
- ❖ Pays attention to the sequence of ideas within each topic and interacts with them
- ❖ Asks about the various ways to use different expressions

C2-Response: The student must

- ❖ Answers various questions in conversations
- ❖ The student feels pleasure in watching and listening to conversations
- ❖ The student participates in conversations within the topic of each unit

C3- Value judgment: The student must

- ❖ Appreciates the importance of each topic and its interconnection with other topics
- ❖ Suggests different uses of expressions for each topic

C4- Value organization: The student must

- ❖ Combines ideas from different topics to formulate a new conversation
- ❖ Appreciates the value of learning speaking skills through the conversations in the course

### **Teaching and learning methods**

1. Giving lectures (explanation and clarification).
2. Using technological educational means as teaching aids (hearing conversations via CD, use Data Show Projector).
3. Self-education method by supporting a learner-centered learning environment.
4. Urging the student to use some educational discs and use the library as a learning method

### **Evaluation methods**

Written tests, oral tests, daily contributions, completing assignments

D - Transferable general and qualifying skills (other skills related to employability and personal development).

D1- Mastering the use of the English language through the four skills of speaking, listening, reading and writing.

D2- Mastering the use of different grammatical rules in course topics

D3- We know a lot of vocabulary in addition to pronunciation

D4- Developing the student's skills by focusing on some external influences that help in developing himself



## 32. Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Questions and discussion	Lecture and explanation  Listen to conversations on discs	<b>Unit 1:</b>  <b>Please call me Beth</b> Introduction and Greetings: names; countries; and nationalities.	<b>talk</b> The student must have the ability to introduce himself or any other person and be able to exchange personal information  <b>the rules</b> To have the ability to formulate questions with short answers. Yes, No questions), and Wh questions using being verbs.  <b>Listening:</b> Linking consecutive sounds.  <b>Writing and reading:</b> To have the ability to request personal information by writing questions. Reading about common nouns	2	1
Questions and discussion <b>Progress check.</b>	Lecture and explanation  Listen to the conversation	<b>Unit 2:</b>  <b>How do you spend your day?</b>  Jobs, workplaces, and school; daily schedules; clock time	<b>talking:</b> To have the ability to describe work - school or the daily work schedule; He has the ability to ask for and express an opinion  <b>Grammar:</b> To have the ability to formulate	2	2-3

	ions on the CD		<p>sentences and questions using the simple present tense. In addition to expressions that indicate time</p> <p><b>Listening:</b> Learn how to stress syllables by listening to descriptions of occupations and daily agendas</p> <p><b>Writing and reading:</b> Learn to write a personal biography. Reading about people who need a career,</p>		
Questions and discussion	<p>Lecture and explanation</p> <p>Listen to the conversations on the CD</p>	<p><b>Unit 3:</b></p> <p><b>How much is it?</b></p> <p>Shopping and prices; clothing and personal items; colors and materials</p>	<p><b>talking:</b> To have the ability To talk about prices, express opinions, make comparisons, in addition to talking about buying and selling things.</p> <p><b>Grammar:</b> To have the ability to use demonstrative nouns, ask about prices, and compare using adjectives</p>	4	4-5

			<p><b>Listening:</b> Learn how to tighten sentences by listening to a conversation between a group of individuals discussing clothing choices.</p> <p><b>Writing and reading:</b> Writing a price comparison between different countries. Reading about online shopping</p>		
<p>Questions and discussion <b>Progress check.</b></p>	<p>Lecture and explanation  Listen to the conversations on the CD</p>	<p><b>Unit4:</b> <b>Do you like rap?</b>  Music, movies, and TV programs; entertainers; invitations and excuses; dates and times</p>	<p><b>talking:</b> To have the ability To talk about likes and dislikes; Express an opinion; The ability to make an invitation and find excuses</p> <p><b>Grammar:</b> To have the ability to formulate questions with short answers (Yes, No questions), and Wh questions using do verbs. The object pronouns are in addition to the model verb would+ be+ to+ verb.</p> <p><b>Listening:</b> Learn the tone of voice in question, listen to</p>	4	6-7

			<p>people offering an invitation</p> <p><b>Writing and reading:</b> Learn to write a text message. Read about famous comic characters</p>		
Questions and discussion	<p>Lecture and explanation</p> <p>Listen to the conversations on the CD</p>	<p><b>Unit 5:</b></p> <p><b>Tell me about your family.</b></p> <p>Families, typical families</p>	<p><b>talking:</b> To have the ability to talk about families and their members and exchange information about the present time in addition to describing family life</p> <p><b>Grammar:</b> To have the ability to use the present continuous tense to formulate sentences and questions with short answers (Yes, No questions), and questions with Wh. In addition to the use of quantifiers and the pronoun no one</p> <p><b>Listening:</b> Learn the tone of voice in sentences by listening to family relationships. Listen to an interview with a new student.</p>	4	8-9

			<b>Writing and reading</b> :We know how to write an email about family.		
Questions and discussion <b>Progress check.</b>	Lecture and explanation  Listen to the conversations on the CD	<b>Unit 6:</b>  <b>How often do you exercise?</b>  Sports, fitness, activities, and exercise, routines	<b>talking:</b> The student must have the ability to write and describe routines and exercises, talk about repetition, discuss sports and physical skills, in addition to talking about possibilities.  <b>Grammar:</b> The student will be familiar with using adverbs of repetition, formulating questions with short answers (Yes, No questions), using the interrogative words how long, how often, how well, and how good  <b>Listening:</b> Tone of voice in direct speech  <b>Writing and reading</b> :Writing about favorite events.	4	10-11
Questions and discussion	Lecture and explanation	<b>Unit 7:</b>  <b>We had a great time.</b>  Free-time and weekend	<b>talking:</b> The student learns to talk about past events and express his opinion about past experiences. In	4	12-13

	Listen to the conversations on the CD	activities; chores; vacations	<p>addition to talking about holidays.</p> <p><b>Grammar:</b> To have the ability to use the simple past tense to formulate sentences and questions with short answers (Yes, No questions), and questions with Wh. And standard and non-standard verbs, in addition to the past tense verbs.</p> <p><b>Listening:</b> Learn to lower your tone of voice when pronouncing “did you”</p> <p><b>Writing and reading:</b> Writing about Read about different types of holidays.</p>		
Questions and discussion <b>Progress check.</b>	Lecture and explanation  Listen to the conversations on the CD	<p><b>Unit 8:</b></p> <p><b>What's your neighborhood like?</b></p> <p>Stores and places in city; neighborhoods; houses and apartments.</p>	<p><b>talking:</b> He asks about the locations of places, describes them, and asks about neighbors, in addition to asking about quantities</p> <p><b>Grammar:</b> Learn the prepositions of place, interrogatives about number, and countable</p>	4	14

			<p>and uncountable nouns.</p> <p><b>Listening:</b> Learn to lower your tone of voice when pronouncing “there is/there are”</p> <p><b>Writing and reading:</b> Write an advertisement requesting a roommate. Reading about neighbors in New York.</p>		
Half year holiday					
Questions and discussion	<p>Lecture and explanation</p> <p>Listen to the conversations on the CD</p>	<p><b>Unit 9:</b></p> <p><b>What does she look like?</b></p> <p>Appearance and dress; clothing and clothing styles; people</p>	<p><b>talking:</b> The student learns how to ask about describing people’s appearance and define them.</p> <p><b>Grammar:</b> The student will be familiar with how to formulate questions using different interrogative tools about characteristics of people, such as: what color, and how old...etc.</p> <p><b>Listening:</b> Learn contrasting stress</p> <p><b>Writing and reading:</b> Learn how to</p>	4	15

			write an email to describe people. Reading about fashion styles		
Questions and discussion Progress check.	Lecture and explanation  Listen to the conversations on the CD	<b>Unit 10:</b>  <b>Have you ever ridden a camel?</b>  Past experiences; unusual activities.	<b>talking:</b> The student will complete the description of past experiences and exchange information about past experiences and events  <b>Grammar:</b> To have the ability to use the present perfect tense in formulating sentences and questions with short answers (Yes, No questions), and questions with Wh. And standard and non-standard verbs. Use of adverbs (already, yet). In addition to comparing it with the simple past (since, for).  <b>Listening:</b> Listen and learn how to connect sounds  <b>Writing and reading:</b> Write a letter to an old friend. Poor people about strange and dangerous sports.	4	16-17



<p>Questions and discussion</p>	<p>Lecture and explanation  Listen to the conversations on the CD</p>	<p><b>Unit 11:</b> <b>It's a very exciting place!</b>  Cities; hometowns; countries.</p>	<p><b>talking:</b>The student learns to talk about descriptions and how to ask about countries, express opinions and give suggestions, in addition to talking about travel and tourism.  <b>Grammar:</b> The student learns to use adverbs before adjectives, and to use some conjunctions, in addition to using model verbs can and should.  <b>Listening:</b>Listen to how to pronounce can't and shouldn't.  <b>Writing and reading:</b>Learn how to write a magazine article. And reading about famous countries.</p>	<p>4</p>	<p>18</p>
<p>Questions and discussion <b>Progress check.</b></p>	<p>Lecture and explanation  Listen to the conversation</p>	<p><b>Unit 12:</b> <b>It really works!</b>  Health problems; medications; and remedies; products in pharmacy.</p>	<p><b>talking:</b>The student learns to talk about health problems, how to ask or give advice, in addition to the mechanism of requesting and finally how to give or ask for suggestions.</p>	<p>4</p>	<p>19-20</p>

	ions on the CD		<p><b>Grammar:</b> The student learns to use Infinitive complements, model verb should to formulate propositions and</p> <p>Can, could, and may to formulate a request.</p> <p><b>Listening:</b> The student will learn to lower the tone of voice when pronouncing “to”.</p> <p><b>Writing and reading:</b> Write a letter to a column editor. Reading about herbs as medicine.</p>		
Questions and discussion	<p>Lecture and explanation</p> <p>Listen to the conversations on the CD</p>	<p><b>Unit 13:</b></p> <p><b>May I take your order?</b></p> <p>Foods and restaurants</p>	<p><b>talking:</b> The student should have the ability to express what he wants and does not want, agree and disagree, and how to order a meal.</p> <p><b>Grammar:</b> How to use so, too, neither, and neither; and model verbs would and will to formulate a request.</p>	4	21-22

			<p><b>Listening:</b>To listen to the stress mechanism in the answer by listening to ordering a meal in a restaurant.</p> <p><b>Writing and reading:</b>The student will learn to write his point of view about the restaurant. Reading about customers tipping.</p>		
<p>Questions and discussion</p> <p><b>Progress check.</b></p>	<p>Lecture and explanation</p> <p>Listen to the talks on the CD</p>	<p><b>Unit 14:</b></p> <p><b>The biggest and the best!</b></p> <p>World geography and facts; countries</p>	<p><b>talking:</b> The student learns to talk about how to describe countries and make comparisons, in addition to expressing opinions and talking about distances and areas.</p> <p><b>Grammar:</b> Learn about comparative and superlative degrees of adjectives and how to formulate a question using“how” to ask about the characteristics of people or things.</p> <p><b>Listening:</b>Learn the tone of choice questions.</p>	4	23-24

			<b>Writing and reading:</b> Learn how to write an essay about a country. Reading about the environment		
Questions and discussion	Lecture and explanation  Listen to the conversations on the CD	<b>Unit 15:</b>  <b>I'm going to soccer match.</b>  Invitations and excuses; leisure-time activities; phone message	<b>talking:</b> The student must have the ability to talk about plans and make invitations while rejecting or accepting them, in addition to giving reasons for them. Receive and leave a text message.  <b>Grammar:</b> The student learns to use the future tense in the present continuous tense (be going to), in addition to messages in the form of news and inquiries.  <b>Listening:</b> Learn how to lower the tone of your voice when speaking could you and should you.  <b>Writing and reading:</b> The student learns to write about exceptional interests. Reading about types of cell phones.		25-26
Questions and	Lecture and	<b>Unit 16:</b>	<b>talking:</b> The student must be able to		27-28

<p>discussion</p> <p><b>Progress check.</b></p>	<p>explanation</p> <p>Listen to the conversations on the CD</p>	<p><b>A change for the better!</b></p> <p>Life changes; Plans and hopes for the future.</p>	<p>exchange personal information, describe changes, and talk about future plans</p> <p><b>Grammar:</b>The student learns to describe changes using the present, past, and present perfect tenses, in addition to comparison and verb + infinitive</p> <p><b>Listening:</b>To learn to pronounce vowel sounds /ou/ and /ʌ/</p> <p><b>Writing and reading:</b>The student writes a proposal for a class party. Reading about goals and priorities.</p>			
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33. Infrastructure			
Interchange Third Edition No. (1):	1- Required prescribed books		
student's book, WorkBook.			
Electronic dictionaries	2- Main references (sources)		
	Recommended books and references (scientific journals, reports,...)		
	B - Electronic references, Internet sites...		

#### 34. Course development plan

He prepares the conversation course Interchange Third Edition No. (1): In the first stage prepared by the University of Cambridge of curricula rich with various information on multiple aspects of the use of the English language. This course requires more time than is allocated to it in the department, in addition to the presence of a specific number of students so that the teacher can provide information and train students on it in a better way.

**Curriculum skills chart**

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

Learning outcomes required from the programme																Basic Or optional	Course Name	Course Code	Year/level
General skillsAnd qualifyingMovable (Other skills related to employability and personal development)				Emotio nal and value goals			ObjectivesSkillsYe hForprogram				ObjectivesI DYH								
I 4	D 3	D 2	D 1	C4 3	C 2	C 1	B 4	B 3	B 2	B 1	A 4	A 3	A 2	A 1					
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Basic	Introduction to literature	CON124	The first

## Course description form

### Course description

This course description provides a summary of the most important course characteristics and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description.;

Tikrit University - College of Education for Humanities	49. Educational institution
Department of English Language	50. The sections scientific/ Center
CON124 Introduction to literature-Introduction to Literature	51. Course name/code
Student attendance is essential	52. Available attendance forms
First grade	53. Semester/year
90	54. Number of study hours (total)
1-30-2017 millimeter. Suhad Jassim Muhammad Al-Samarrai	55. Date this description was prepared
56. Goals The decision	
1-One of the main objectives of this course is to provide students with in-depth knowledge about the literary characteristics of literary genres different from Story, poetry and play.	



2- Developing students' abilities to understand and analyze literary text in its various forms

3- Enhancing writing skills in English, especially with regard to form and content, supported by basic English grammar.

4- Enhancing their abilities in literary evaluation of various literary texts.

5-Enhancing their knowledge of the culture of English society through studying literary texts.

35. The outputs of the Established Teaching, learning and evaluation methods

A- No Cognitive goals

A1-The ability to remember meanings and vocabulary in general and literary terms in particular

A2-The student learns the vocabulary of each literary text while memorizing those meanings

A3-Ability to employ English grammar in writing and analysis

A4-Ability to analyze and express his opinions in sound language

A5-

A6-

B -Objectives Skills Yeh For Established.

B 1 -Ability to think critically and analyze

B2 –The ability to make judgments

B3 –Enhancing artistic and sensual taste

B4

Teaching and learning methods

Giving lectures

Use the brainstorming method

Using various educational means, including pictures and websites

Evaluation methods

Oral and written tests and daily contributions.

C-Emotional and value goals

C1-Helping the student to acquire literary and artistic taste.

C2-Enhance analysis and synthesis skills

C3-Teaching the student how to accept others regardless of their different opinions

C4-Enhancing the spirit of cooperation among students by encouraging group dialogue

**Teaching and learning methods**

Giving lectures

Use the brainstorming method

Using various educational means, including pictures and websites

Evaluation methods

Oral and written tests and daily contributions

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

D1-Encouraging the student to master the skills of analysis, deduction, and synthesis

D2-Enhancing his self-confidence and encouraging him to express his opinions in his own style through discussion and writing

D3-Enhancing literary and sensory appreciation skills and enriching his imagination through teaching poetic texts that are considered classics of English literature.

D4-Proficiency in writing and expression in English.

### 36. Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Daily and monthly questions, discussion, and oral and written examinations	Explanation, discussion, and brainstorming method	Chapter.1 Introduction	The student will learn the definitions of literature in general, its divisions and branches, and become familiar with the method of analyzing poetic texts and finding rhetorical and literary formulas.	24	1-8
Daily and monthly questions, discussion, and oral and written examinations	Explanation, discussion, and brainstorming method	Chap.2 All of it	Introducing the student to all the rhetorical formulas for analyzing poetry	6	9-10
Daily and monthly questions, discussion, and oral and written examinations	Explanation, discussion, and brainstorming method	Chap.3 Types	An intensive explanation of all types of poetry and a study of a poetic model for each type	18	11-16

			Half year holiday		
			Half year holiday		
Daily and monthly questions, discussion, and oral and written examinations	Explanation, discussion, and brainstorming method	Chap.3 Types	Introducing the student to all types of prose  And stylistic and rhetorical formulas for analyzing texts	18	17-22
Daily and monthly questions, discussion, and oral and written examinations	Explanation, discussion, and brainstorming method	Chapter 4 Literary Appreciation	Introducing the student to methods of literary analysis and evaluation of all types of prose	24	23-30

### 37. Infrastructure

	<p>Poetry and Prose Literary Appreciation for Overseas Students</p> <p>LG Alexander</p>		<p>1- Required prescribed books</p>	
<p>Brighter English by CEE Eckersiey</p>		<p>2- Main references (sources)</p>		
<p>The Norton Introduction to English Literature by Carl E. Bain, Jerome Beauty and J. Paul Hunter</p>		<p>Recommended books and references (Scientific journals, reports,...)</p>		
<p>Students are free to search and investigate online through any website that can help them understand poetic and prose texts and methods for analyzing them.</p>		<p>B - Electronic references, Internet sites...</p>		

### 38. Course development plan



**Curriculum skills chart**

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General and qualifying transferable skills (other skills related to employability and personal development)							Emotional and value goals		Skills objectives of the programme				Cognitive objectives				Basic Or optional	Course Name	Course Code	Year/level
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1					
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	the exams	TST 447	2016-2017	



## Course description form

### Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.;

Tikrit University - College of Educational Sciences for Human Sciences	1. Educational institution
Department of English Language	2. Scientific department/center
TST447 Testing	3. Course name/code
Student attendance is present and essential, not distance learning	4. Available attendance forms
The fourth stage	5. Semester/year
64	6. Number of study hours (total)
1-1-2017	7. Date this description was prepared
8. Course objectives	

## 10.Course outcomes and teaching, learning and evaluation methods

### A- Cognitive objectives

A1-Remembering: The student knows how to explain the academic material (enumerates, chooses, mentions, names...etc.)

A2- Comprehension: The student can explain, summarize, and interpret the material in a manner appropriate to the level of all students.

A3- Application: If the student is able to construct the test in the English language.

A4-Analysis: The student can clarify and choose the appropriate material for any particular stage.

A5- Composition: Creating, correcting, and arranging illustrations that clarify the study material.

A6- Evaluation: To provide an opinion or judgment, meaning that the student appreciates the importance of tests in learning the English language.

### B - The skills objectives of the course.

B 1-For the student to discuss scientifically everything related to the topic of using the English language.

B2-Pushing the student towards my thinking and application.

B3-Urging the student to write reports and research and describe the types of tests.

### Teaching and learning methods

1- Giving lectures (explanation and clarification)

2-Using technological educational means as teaching aids (educational pens and other educational means).

3- Urging the student on how to construct the test as one of the learning methods.

4- Self-learning method through supporting a centered learning environment.

#### Evaluation methods

1- Written tests 2- Oral tests 3- Daily participation 40 Completion of reports and assignments

C- Emotional and valuable goals: It is a group of goals that mean building personality in its psychological aspects. It also deals with various abilities and starts from acceptance to excitement and the desire to learn. These goals can be summarized at the following levels:

C1- Reception and acceptance: (The student learns to ask, listen, follow, and choose)

C2-Response: (that the student finds pleasure in teaching in schools) and that he helps, goes along with, listens to, and responds to all the problems that the students suffer from.

C3- Value judgment: (judgment in light of value) for the student to appreciate the role of tests in learning the English language and how to explain it.

C4- Evaluative organization: Students accept the value of learning speaking skills through dialogues and discussions in application between the professor and students on the one hand and between the students on the other hand.

#### Teaching and learning methods

1- Giving lectures (explanation and clarification)

2- Using technological educational means as teaching aids (educational pens).- Electronic lectures).

3- Self-learning method by supporting a learner-centered learning environment.

4- Asking the student to submit scientific reports and urging him to participate in scientific discussions.

Evaluation methods

2- Written tests 2- Oral tests 3- Daily participation 40 Completion of reports and assignments

D - Transferable general and qualifying skills (other skills related to employability and personal development).

D1- Effective leadership and communication skills

D2- Mastering the use of the English language, reading, writing, and applying general concepts.

D3- Introducing the student to some schools (visiting some schools to watch real lessons) to provide general culture

D4- Developing the student's skills by focusing on some external influences that help him develop himself.

## 11.Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Questions and discussion	Lecture and explanation	Principles of general testing	The student gets to know the types of tests	6	1_3
=	=	=	The student becomes familiar with the general principles of tests	6	4_6
Monthly exam		=	The student becomes familiar with the characteristics of general tests	6	7_9
=	=	=	The student becomes familiar with the techniques used in tests	2	10
Discussion and analysis	=	=	Oral exams	4	11_12
Monthly exam		=	Hearing tests	4	13_14
Discussion and analysis			Grammar test	4	15_16
			Half year holiday		
Questions and discussion	=	=	Vocabulary test	4	17_18
Questions and discussion	=	=	Comprehension test	4	19_20

Monthly exam		=	Writing test	6	21_23
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12. Infrastructure	
Basic Language Assessment Najat Aljubori (2006)	1- Required prescribed books
	2- Main references (sources)
	Recommended books and references (scientific journals, reports,...)
<a href="http://www.BBC.news.com">www.BBC.news.com</a>	B - Electronic references, Internet sites...

13. Course development plan
<p>For course development is preferred</p> <ul style="list-style-type: none"> <li>- Preparing teaching films and showing them to students so that they can learn and gain experience on how to deliver the academic material to students at all levels.</li> <li>- Increase seminars and workshops on tests, which give them experience on how to construct the test in the classroom</li> <li>- Giving students examples from public life to facilitate the process of understanding the tests.</li> </ul>



## Curriculum skills chart

Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation

Learning outcomes required from the programme

General skills And qualifying Movable (Other skills related to employability and personal development)				Emotional and value goals				Objectives Skills Yeh For program				Objectives IDY H				Basic Or optional	Course Name	Course Code	Year/level
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	translation	TRL443	fourth



## Course description form

This course, which is considered an introduction to translation, aims to introduce students to the basic concepts of translation as well as the main linguistic and cultural differences between the Arabic and English languages that must be taken into consideration in the translation process, in addition to the difficulties associated with the translation process and how to overcome them. The course focuses on some basic theoretical aspects of translation, such as the equivalence of translated texts, types of translation, and cultural translation, and linking these theoretical aspects with examples and practical exercises at the sentence and paragraph levels and some lengthy texts in the fields of media, science, literature, and business.

Tikrit University-College of Education for Human Sciences	9. Educational institution
to divide English	10. The section scientific/ Center
Translation/TRL443	11. Course name/code
Student attendance is an existing and essential matter, not distance learning	12. Available attendance forms
The fourth stage	13. Semester/year
2 weekly	14. Number of study hours(total)
1/30/2017	15. Date this description was prepared
16. Course objectives 1..Knowing the basic principles and rules of translation.  2. Knowing some of the basic terms used in translation.	

3. Knowing the types of styles in English and Arabic and how to find their equivalent in translation.

4. Knowledge of the various structures used in sentence formulation in English and Arabic.

#### 14. The outputs of the Established Teaching, learning and evaluation methods

##### A- No Cognitive goals

1. Knowing the basic characteristics of faithful and successful translation.
2. Know the basic terms of translation.
3. Knowledge of expressive methods in English and Arabic.
4. Providing with general culture, which is one of the basic characteristics of a successful translator.

##### B - Objectives Skills Yeh For Established.

B 1 - Establishing a theoretical background through explanations, examples, questions and answers.

B2 - Discussion in the hall and allowing students to express their opinions and suggestions.

B3 - Providing students with exercises in the classroom and encouraging them to ask questions and answers.

B4- Providing students with home exercises and discussing the errors and weaknesses of each translation until the best translation is reached collectively.

##### Teaching and learning methods

1. Giving lectures (explanation and clarification)
2. Using technological educational aids as teaching aids

3. Learner-centered self-education method

4. Urging the student to use the library and electronic dictionaries

Evaluation methods

Written tests, oral tests, daily contributions, completing assignments

C-Emotional and value goals

C1-Reception and acceptance: The student must

- ❖ Listens to the lecture effectively
- ❖ Pays attention to the sequence of ideas within each topic and interacts with them
- ❖ Asks about the various ways to use different expressions

C2-Response: The student must

- ❖ Answers various questions in translation
- ❖ The student feels pleasure in reading and listening to lectures
- ❖ The student participates in translation within the topic of each unit

C3-Value judgment: The student must

- ❖ Appreciates the importance of each topic and its interconnection with other topics
- ❖ Suggests different uses of expressions for each topic

C4-Value organization: The student must

- ❖ It combines ideas from different topics in formulating a new translation
- ❖ Appreciates the value of learning the skill of translation

### **Teaching and learning methods**

1. Giving lectures (explanation and clarification).

2. Using technological educational means as teaching aids (hearing conversations via CD, Use

Data Show Projector).

3. Trying to give the student a keen interest in accuracy and scientific honesty in conveying the spirit of the text and finding the correct and acceptable equivalent in the target language without acting in adding an addition or amputating the original meaning in the sentence in the original language..

4. Urging the student to use some educational discs and use the library as a learning method

### **Evaluation methods**

Written tests, oral tests, daily contributions, completing assignments

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

D1-Mastering the use of the English language through the four skills of speaking, listening, reading and writing

D2-Mastering the use of different grammatical rules in course topics

D3-We know a lot of vocabulary in addition to using different dictionaries to arrive at the correct meanings.

D4-Developing student skills through focus On some external influences that help in developing himself

15.Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Evaluation method	Teaching method	Definition of Translation	Define the meaning of translation for the student.	2	1
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Types of Translation	Definition of studentBSpecies Translation	2	2-3
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation		Introducing the student to translation tools and their aids	4	4-5
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=		4	6-7
The student's active presence and	Discussion, dialogue and presentation	Approaches of Translation	Introducing the student to the	4	8-9

participation in the course of the lesson			doctrines of translation		
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	4	10-11
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation		=	4	12-13
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	4	14
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Translation criticism and application	Discussing the translator's qualifications, linguistic and professional preparation	4	15
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=		4	16-17

The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Translation of religious texts	Learn about translation of religious texts	4	18
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	4	19-20
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	4	21-22
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Translation of political texts	=	4	23-24
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Features of the political texts	Learn about political translation	4	25-26
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	4	27-28

16.Infrastructure	
Newmark, Peter (1982). Approaches to Translation. Oxford: Pergamon.  Nida, Eugene A. (1964) Toward a Science of Translation. Leiden: E. J. Brill.	1- Required prescribed books
Electronic dictionaries	2- Main references (sources)
Gentzler, Edwin (1993) Contemporary Translation Theories. London: Routledge, Inc.	Recommended books and references(Scientific journals, reports,...)
www.bbc.news.com	B - Electronic references, Internet sites...

17.Course development plan
The use of information technology, through the use of a group of websites on the international information network, provides diverse and disparate research, studies, and articles in the fields of perspective translation.  <b>- Using a group of books specialized in visual translation, while being careful to change and diversify these books from time to time.</b>





**Curriculum skills chart**

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General skills And qualifying Movable (Other skills related to employability and personal development)				Emotional and value goals				Objectives Skills Yeh For program				Objectives IDY H				Basic Or optional	Course Name	Course Code	Year/level		
																				D4	D3
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Basic	Drama	DRM446	The fourth stage

## Course description form

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description.

<b>Tikrit University - College of Education for Science Humanity</b>	1. Educational institution
<b>Department of English Language</b>	2. The section scientific/ Center
<b>Drama /DRM446</b>	3. Course name/code
<b>Student attendance is present and essential, not distance learning</b>	4. Available attendance forms
The fourth stage	5. Semester/year
96	6. Number of study hours(total)
1/9/2016	7. Date this description was prepared
<p>8. Course objectives</p> <p><b>This course aims to give The student has a complete idea about English theatre the talk This was done through his study of a number of...Business The play A selection of modern English theater writers. That goal Basic From this course, the student learns the English language through Business Literary The play.</b></p>	

9. The outputs of the Established Teaching, learning and evaluation methods

**A- Cognitive objectives:-**

**A1- Remembering : that I!The student knew English dramatic literature.**

**A2- Understanding : The student explains the typesLiteraryDifferent theatricalBased onFrom clear monetary foundations.**

**A3- Application: The student applies the uses of the English language through theatrical literature.**

**A4- Analysis : For the student to recognize the importance of the uses of the English language in multiple contexts.**

**A5- Installation: The student should write a compositional topic about one of the literary “theatrical” works in the language English.**

**A6- Calendar : For the student to appreciate the importance of studying theatrical literature in learning the English language.**

**B - The skills objectives of the course.**

**B 1 - For the student to discuss issues literature English playwright on Basis Clear cash.**

**B2 - Discuss with the student scientifically everything Relates to the topic of using the English language through literatureTheatrical.**

**B3 - Pushing the student towards critical and analytical thinking.**

**B4- Urging the student to write reports and research in the field of this course.**

Teaching and learning methods

**1.throwLectures (explanation and clarification).**

**2. Using technological educational aids as teaching aids (the moviesEducational, electronic lecture).**

**3. Self-learning method through my supportandLearner-centred learning.**

**4. Urging students to use the library as a learning method.**

Evaluation methods

**Written tests - oral tests - daily contributions - completing reports and assignments**

C-Emotional and value goals

**C1 - Reception and Acceptance: The student listens to a lecture about the development of the English language through theatrical literature.**

**C2 - Response: That the student finds pleasure in reading literary texts in the English language.**

**C3 - Value judgment: For the student to appreciate the role of theatrical literature in the field of learning the English language.**

**C4 - Value organization: For students to accept the value of learning the skill of speaking through literary dialogue in the theatrical text.**

Teaching and learning methods

**1.throwLectures (explanation and clarification).**

**2. Using technological educational aids as teaching aids (the moviesEducational, electronic lecture).**

**3. Self-learning method by supporting a learner-centered learning environment.**

**4. Asking the student to submit scientific reports and urging him to participate in scientific discussions.**

Evaluation methods

**Written tests - oral tests - daily contributions - completing reports and assignments**

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

**D1- Effective leadership and communication skills**

**D2- Mastering the use of the English language, reading, writing, and applying the general concepts of the English language and literature.**

**D3- The student's knowledge and memorization of some literary texts in the English language to enhance his general culture.**

**D4- Developing the student's skills by focusing on some external influences that help him develop himself.**

10. Course structure

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
questionsAnd discussion	Lecture and explanation	Introducti on to English theatreTh e hadith	The student should be familiar with the history of English theatrical literature, understand the theatrical structure and the social function of theatrical art	3	1
questionsAnd discussion	Lecture and explanation	Theater of the absurd	The student learns about theaterabsurdity	3	2
questionsAnd discussion	Lecture and explanation	Introducti on to the playGodot	The student learns about the life and works of the English writerBeckett	3	3
questionsAnd discussion Daily exam	Lecture and explanationan offerppt	Theatrical elements Godot	Understanding and analyzing the elements of the play	3	4
Exam the chapterthe first ((the examthe first))	Lecture-writing Notes (Read and analyze the textLiterary)	Godot: Chapterth e first	Understanding and analyzing textLiterary, developing skills (listening, speaking, reading and writing)	9	5-7

questionsAnd discussion writing reports	Lecture-writing Notes (Read and analyze the textLiterary)	Godot: Chapter II	Understanding and analyzing textLiterarydeveloping skills (listening, speaking, reading and writing)	9	8-10
Discussion and analysis	Show an educational film	Godot: Visible	Develop listening, comprehension and analysis skills	3	11
Examthe chapterthe first ((Second exam))	lecture-Discussion - Analysis an offerppt	Godot: General Review	Ability to critically analyze	3	12
questionsAnd discussion	Lecture-discussion-analysis ppt presentation	The life of a writer is a play death of a salesman: plot, theme, character, setting	American theatre:Arthur Miller a playdeath of a salesman	12	13-16
Half year holiday					
Oral questionsAnd discussion	lecture-Discussion - Analysis	Chapter one	Understand and analyzea playdeath of a salesman	3	17



Oral questionsAnd discussion	lecture-Discussion - Analysis	Chapter one	Understand and analyzea playdeath of a salesman	3	18
Oral and written tests	Lecture - writing notes (Read and analyze the textLiterary)	Chapter II	Understand and analyzea playdeath of a salesman	3	19
Oral and written tests	Lecture - writing notes (Read and analyze the textLiterary)	Chapter II	Understand and analyzea playdeath of a salesman	3	20
Discussion and analysis	Show an educational film	death of a salesman Visible	Develop listening, comprehension and analysis skills	3	21
Second semester exam ((the examthe first))	Lecture - discussion - analysisppt presentation	General Reviewde ath of a salesman	Ability to critically analyze	3	22
questionsAnd discussion	Lecture and explanation	lifeAnd worksWri ter	The student gets to knowGeorge Bernard Shaw And his worksThe play	3	23
Discussion and analysis	Lecture and explanation	Arms and the Man:plot, theme,	Identify the elements of a play Arms and the Man	3	24

		<b>character s, setting</b>			
<b>Discussion and analysis</b>	<b>Lecture - writing notes (Read and analyze the textLiterary)</b>	<b>Chapter (I-II)</b>	<b>Understand and analyzea playArms and the Man</b>	18	25- 30
<b>Second semester exam (second exam)</b>	<b>lecture- Discussion - Analysis</b>	<b>Chapter III- General Review</b>	<b>Understand and analyzea playArms and the Man</b>	6	31- 32

11. Infrastructure	
<b>1. Waiting for Godot</b> by Samuel Beckett <b>2. Death of a Salesman</b> by Arthur Miller <b>3. Arms and the Man</b> by George Bernard Shaw	1- Required prescribed books
-Bloom's Modern Critical Interpretations: Waiting for Godot—New Edition 2008 (edited by Harold Bloom) - Galens, David, Lynn Spampinaton (editors) Drama for Students London: Gale. -Modern American drama / [edited and with an introduction by] Harold Bloom. ©2005 by Chelsea House Publishers, a subsidiary of Heights Cross Communications.	2- Main references (sources)
<b><a href="http://www.academicjournals.org/">http://www.academicjournals.org/</a></b>	Recommended books and references (Scientific journals, reports,...)
<b><a href="http://www.cliffsnotes.com">www.cliffsnotes.com</a></b> <b><a href="http://www.sparknotes.com">www.sparknotes.com</a></b>	B - Electronic references, Internet sites...

12. Course development plan
Not currently available



**Curriculum skills chart**

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General skills And qualifying Movable (Other skills related to employability and personal development)				Emotional and value goals			Objectives Skills For program				Objectives IDY H				Basic Or optional	Course Name	Course Code	Year/level	
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2					A1
	√	√	√		√	√	√		√	√	√	√	√	√	√	Basic	a novel	Nov455	The fourth stage

## Course description form

The novel plays an important role in teaching and absorbing English and enhancing and developing her skills through a wide variety of language and vivid examples of writing skills and reading and speaking. In its various contexts, the novel is therefore considered an important element within the classroom being provided with enjoyment and knowledge regarding the reality of life every day and cultural life of other peoples.

Tikrit University	17. Educational institution
Department of English Language	18. The section/scientific/ Center
Novel/November 455	19. Course name/code
Student attendance is present and essential, not distance learning	20. Available attendance forms
The fourth stage	21. Semester/year
96	22. Number of study hours(total)
1-9-2016	23. Date this description was prepared
24. Course objectives	
<ul style="list-style-type: none"> <li>• After completing the course, the student can:</li> <li>• Enabling students to master the English language and to develop an appropriate level of fluency and accuracy in the use of the English language as a means of oral and written understanding, expression and communication.</li> <li>• looking at the student's aspects of culture and moral for foreign countries through studying and analyzing the events and characters of the novel.</li> </ul>	

- Identify different types for the novel and for literary movements in English and American literature.
- View different groups of authors, writers and their cultural and historical backgrounds and enable students to make comparisons with their culture.

## 18. The outputs of the established teaching, learning and evaluation methods

### A- No cognitive goals

A1- Understanding: Understand aspects of culture and society in countries that use English as a medium

### And communication development

A2- Application: Apply methods and techniques of literary criticism and explain the impact of gender, culture, race, gender and various related factors on reading and writing and the impact of literature in shaping their perceptions of themselves and their world. And the ability to prepare linguistic research in the fields of linguistic and literary research

1. A3- Calendar: Identify and describe the nature and function of language as a human characteristic, including language acquisition, language and society, language and culture, and language and thought.

A4-

A5-

A6-

**B -Objectives Skills Yeh For Established.**

B 1 - Strengthening the student's reading and comprehension abilities and increasing his linguistic repertoire, including rhetorical grammar, use of critical thinking skills, and basic principles of critical writingH.

2. B2 -Strengthening the student's literary style by encouraging him to participate in literary discussions to develop the students' ability to criticize, literary analysis, deduction, and reasoning..

B3 -Expanding the student's horizons by learning about the literature, history, and cultures of other nations.

B4-

**Teaching and learning methods**

1- Giving lectures (explanation and clarification)

2-Using educational means of technology such as Data ShowAnd cinematic films

3- Self-learning method through supporting the learner's environment

4- Urging the student to use the library and other available means.

**Evaluation methods**

Daily and monthly written tests-Oral exams-Daily posts-Completion of writing the research

**C-Emotional and value goals**

C1-Reception and acceptance: listening and thinking objectively and logically.

C2-Response: Developing the student's ability to artistically appreciate literary texts.

C3-Value organization: The student learns to respect the foundations of discussion and accept other opinions.



C4-

Teaching and learning methods

1- Giving lectures (explanation and clarification)

2-Using educational means of technology such asData ShowAnd cinematic films.

3- Self-learning method through supporting the learner's environment

4- Urging the student to use the library and electronic means

Evaluation methods

Written tests-Oral exams-Daily posts-Completion of writing the research

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

D1-Enhancing the student's confidence in his ability to express his opinions in his own style through purposeful discussion sessions.

D2-Dedicated use of the English language, reading, writing and speaking.

D3-Developing the student's comprehension, analytical and deductive skills.

### 19.Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Questions and discussion	Lecture and explanation	Introduction to the novel and its development	The student should be familiar with the concept of the novel	3	1
Questions and discussion + daily exam	Lecture and explanation	Its concept and types	The student learns about the types of novels	3	2
Questions and discussion + monthly exam	an offer PTT	English or American	Selected novels	3	3
Questions and discussion	Lecture and explanation	Types of references + encyclopedia and their use	Learn how to derive ideas through systematic narration study	3	4
Questions and discussion + daily exam	Lecture and explanation	Methodological narrative and related sources	Learn how to know literary symbols, their meanings and connotations through	8	5-8

			systematic study of the novel		
Questions and discussion + monthly exam	Lecture and explanation	Methods of obtaining information through literary analysis and criticism	Learn how to understand moral and cultural lessons and lessons	3	14
Questions and discussion	Lecture and explanation	Methodological narrative and related sources	Conduct a critical analysis of the novel's characters	3	15-16
Questions and discussion	Lecture and explanation	Continuing the study of a new methodological novel	Introduction and summary of the novel	3	<b>Half year holiday</b>
Questions and discussion + daily exam	Lecture and explanation	Introduction + conclusion	Identify the main ideas and themes of the novel	3	17
Questions and discussion	Lecture and explanation	Methodological narrative and related sources	Learn how to recognize literary symbols, their meanings and connotations	3	18
Questions and discussion	Lecture and	Criticism and analysis of the novel's	Understanding moral and	18	19-23

n + monthly exam	explanation	chapters one by one.	cultural lessons and lessons		
Questions and discussion	Lecture and explanation	Methodical narrative	Conduct a critical analysis of the novel's characters	3	24
Questions and discussion + daily exam	Lecture and explanation	The systematic novel and the literary school to which the writer belongs	Understanding and highlighting the literary styles used	3	25
Questions and discussion	Lecture and explanation	Criticism and analysis of the events and characters of the novel	Boycotting the behavior and culture of the characters in the novel with our society	3	26
Questions and discussion + monthly exam	Lecture and explanation	The modern novel	A comprehensive review of the modern novel and its role in enhancing students' linguistic, intellectual, and cultural capabilities	3	27-32

20.Infrastructure	
21.	
great Gatsby, The Lord of the Flies, The Animal Farm	1- Required prescribed books
Post-modernism Modernism &	Recommended books and references(Scientific journals, reports,...)
Wikipedia Cliffsnote	B - Electronic references, Internet sites...

22.Course development plan
<p>Allocating an applied or practical part within the library so that the student learns practically how to search for linguistic, literary and rhetorical issues and extract the information contained within the books, and how to graduate from ancient sources to modern references and books. Providing suitable classrooms for students, comfortable seats, and projectors (provide</p> <p>Head projectors, television sets and educational video tapes, computers, a library equipped with specialized references for the department. The presence of faculty members to provide advice, counsel and academic guidance to the student in need, and to create the scientific atmosphere for the university professor to benefit and benefit.</p>



**Curriculum skills chart**

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General and qualifying transferable skills (other skills related to employability and personal development)				Emotional and value goals				Skills objectives of the programme				Cognitive objectives				Basic Or optional	Course Name	Course Code	Year/level
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	View and apply	PRT448	2016-2017

## Course description form

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the learning opportunities available. It must be linked to the program description.;

Tikrit University - College of Educational Sciences for Human Sciences	25. Educational institution
Department of English Language	26. Scientific department/center
PRT448 Practice Teaching	27. Course name/code
Student attendance is present and essential, not distance learning	28. Available attendance forms
The fourth stage	29. Semester/year
90	30. Number of study hours (total)
1-1-2017	31. Date this description was prepared
32. Course objectives	

**This course aims to give the student an ideaComplete about the teaching process in the classroom by learning how to make a daily plan-Weekly - monthly-Annual . The main goal of this course is for the student to learn the English language and how to teach it as a subject in schools.**



## 23.Course outcomes and teaching, learning and evaluation methods

### A- Cognitive objectives

A1-Remembering: The student knows how to explain the academic material (enumerates, chooses, mentions, names...etc.)

A2- Comprehension: The student can explain, summarize, and interpret the material in a manner appropriate to the level of all students.

A3- Application: The student can apply the English language material in explaining a study subject.

A4-Analysis: The student can clarify and choose the appropriate material for any particular stage.

A5- Composition: Creating, correcting, and arranging illustrations that clarify the study material.

A6- Evaluation: To provide an opinion or judgment, meaning that the student appreciates the importance of the application in learning the English language.

### B - The skills objectives of the course.

B 1-For the student to discuss scientifically everything related to the topic of using the English language.

B2-Pushing the student towards my thinking and application.

B3-Urging the student to write reports and research as a result of his visit to some schools and describe the teaching method and the advantages and disadvantages of the teacher.

### Teaching and learning methods

- 2- Giving lectures (explanation and clarification)
- 2-Using technological educational means as teaching aids (educational pens and other educational means).
- 3- Urging the student to apply (explaining a lesson for a specific subject for the intermediate and preparatory stages) as one of the learning methods.
- 4- Self-learning method through supporting a centered learning environment.

Evaluation methods

- 3- Written tests
- 2- Oral tests
- 3- Daily participation
- 40 Completion of reports and assignments

C- Emotional and valuable goals: It is a group of goals that mean building personality in its psychological aspects. It also deals with various abilities and starts from acceptance to excitement and the desire to learn. These goals can be summarized at the following levels:

C1- Reception and acceptance: (The student learns to ask, listen, follow, and choose)

C2 - Response: (The student finds pleasure in teaching in schools) after the application period and that he helps, goes along, listens and answers all the problems that the students suffer from.

C3 - Value judgment: (judgment in light of value) for the student to appreciate the role of observation (going to schools to watch a real lesson) in learning the English language and how to explain it.

C4- Evaluative organization: Students accept the value of learning speaking skills through dialogues and discussions in application between the professor and students on the one hand and between the students on the other hand.

### Teaching and learning methods

1- Giving lectures (explanation and clarification)

2- Using technological educational means as teaching aids (educational pens).- Electronic lectures).

3- Self-learning method by supporting a learner-centered learning environment.

4- Asking the student to submit scientific reports and urging him to participate in scientific discussions.

### Evaluation methods

4- Written tests 2- Oral tests 3- Daily participation 40 Completion of reports and assignments

D - Transferable general and qualifying skills (other skills related to employability and personal development).

D1- Effective leadership and communication skills

D2- Mastering the use of the English language, reading, writing, and applying general concepts.

D3- Introducing the student to some schools (visiting some schools to watch real lessons) to provide general culture

D4- Developing the student's skills by focusing on some external influences that help him develop himself.

## 24.Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Questions and discussion	Lecture and explanation	Teaching methods book for the third stage	The student reviews the teaching methods material	3	1
=	=	=	=	3	2
=	=	=	The student recognizes the role of teacher and learner	3	3
=	=	Various books	Urging the student to focus on the communicative method	3	4
Discussion and analysis	=	the school	Go to a school to watch	3	5
Daily exam	=	Teacher's guide	Clarification and detailed explanation of the annual, monthly, weekly and daily plan	12	6-10
Discussion and analysis		the school	Go to a school to watch	3	11

discussion	=	An expression of what a student sees during his visits to schools	Preparing special reports about the school	3	12
discussion	=	Any subject from any intermediate or preparatory stage	The students perform the application in front of the students as a preliminary exercise to discover his mistakes and gain experience and courage	12	13-16
			Half year holiday		
			Beginning of the application in the teacher	30	17-27
Questions and discussion	=	A free field in which the student expresses what happened to him during the application period	Criticism, analysis and description of the implementation stage within schools	15	28-32

25.Infrastructure	
	1- Required prescribed books
Textbook analysis	2- Main references (sources)
	Recommended books and references (scientific journals, reports,...)
<a href="http://www.BBC.news.com">www.BBC.news.com</a>	B - Electronic references, Internet sites...

26.Course development plan	
For course development is preferred	
<ul style="list-style-type: none"> <li>- Preparing teaching films and showing them to students so that they can learn and gain experience on how to deliver the academic material to students at all levels.</li> <li>- Increase seminars and workshops on the application, which give them experience on how to behave in the classroom</li> <li>-Increase visits to schools</li> </ul>	
1-Shaping the way we teach English by: Leslie Opeckman	
2-Text book analysis	



**Curriculum skills chart**

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General skills And qualifying Movable (Other skills related to employability and personal development)				Emotional and value goals				Objectives Skills Yeh For program				Objectives IDY H				Basic Or optional	Course Name	Course Code	Year/level
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	Grammar	The quarter	



## Course description form

### Course description

This is an advanced level of Students grammar at the college level and the emphasis is on accuracy, fluency, and meaningful use For sentence structures In context, in various types of discourse, both in speech and writing. There is a special focus on complex sentences ,Andon Subordinate sentences, on Types of verbs and phrasal verbs followed by a preposition.

College of Education for Human Sciences	33. Educational institution
English	34. For the section scientific/ Center
GRM451 English Grammar	35. Course name/code
	36. Available attendance forms
2016-2017	37. Semester/year
120	38. Number of study hours(total)
1/26/2017	39. Date this description was prepared
40. Course objectives	
This program aims to	
: 1. To be able to analyze a sentence into its components	
. 2. To learn how simple sentences are combined to form complex sentences	
. 3. Be aware of the semantic roles of sentence elements	

4. Be familiar with different types of verbs and their complements

27. The outputs of the Established Teaching, learning and evaluation methods

- The Cognitive goals
- Recognition English sentence structures
- Identify the basic topics in this field, such as sentence types, their structures such as embedded sentences and semi-sentences, word sections and their grammatical functions..

Conducting structural analysis of the English sentence

-

B - Objectives Skills Yeh For Established.

At the end of the course will YBe the first the B:-

Able to differentiate between simple and complex sentences

. - Able to differentiate between Phrasal verbs letters Traction.

Excellence Semantic roles of sentence elements

Teaching and learning methods

1. Cooperative education
2. Solve problems
3. Dialogical methods
4. Methods based on discussion and dialogue.
5. Methods based on e-learning

- أ. (50) The grade of endeavor, including the student's monthly and written tests, the student's active attendance and participation in the course of the lesson and other extracurricular activities.
- ب. (50) Final written test score

#### C-Emotional and value goals

- 1.-Enhancing the social aspect among students and their cooperation with each other by involving them in group discussion and submitting homework assignments on time.
2. Instilling the idea of accepting and respecting other opinions in the student.
3. Expanding the student's ability to listen to others, understand them, and communicate with them in proper English.

#### Teaching and learning methods

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Communicating with the student intellectually and socially, developing his ability to listen, engaging him in group work, as well as encouraging him to enter the virtual world (the Internet) and benefit from it in the correct way.

#### Evaluation methods

Daily and weekly exams, whether oral or written, in addition to monthly exams and the end-of-year exam.

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

1. Instilling confidence in the student and his ability to express his opinions in his own style, whether through discussion or writing.
2. Urging the student to expand his social relationships and encouraging him to communicate with his colleagues through the English language he is studying.
3. Promoting the intellectual spirit that encourages the student to read, research and investigate, which he gains from his knowledge of the languages, history, customs and cultures of other countries and nations.
4. Instilling the values of perseverance and respect for punctuality in the student by assigning him homework and urging him to adhere to the time of doing them and handing them over to the professor.

28.Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Chap. 7: The Simple Sentence	Find out what we mean by simple sentence	3 weekly	1-10-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	Correct use of sentence models	3 weekly	8-10-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	Identify the semantic role of the subject	3 weekly	10-15-2016

The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	Identify the semantic role of the object	3 weekly	10-22-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	Recognizing negation and the extent of negation	3 weekly	10-29-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	Recognize and use direct and reported speech	3 weekly	11-5-2016
The student's active presence and participation	Discussion, dialogue and presentation	Chap. 11: The Complex Sentence	Know the structure of complex sentences	3 weekly	11-12-2016

n in the course of the lesson					
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	Finite clauses discrimination	3 weekly	11-19-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	non-finite discrimination clauses	3 weekly	11-26-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	discriminative verbless clauses	3 weekly	3-12-2016
The student's	Discussion, dialogue	=	Identify the noun phrase	3 weekly	10-12-2016

active presence and participation in the course of the lesson	and presentation				
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	Identify the actual sentence	3 weekly	12-17-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	Identify the descriptive sentence	3 weekly	12-24-2016
The student's active presence and participation in the	Discussion, dialogue and presentation	=	Identify the adverbial sentence	3 weekly	12-31-2016



course of the lesson					
The student's active presence and participation in the course of the lesson	=	Verb and its complementation	Know the types of verbs	3 weekly	2-17-2017
The student's active presence and participation in the course of the lesson	=	=	Identify the necessary verbs	3 weekly	2-24-2017
The student's active presence and participation in the course of the lesson	=	=	Identify transitive verbs	3 weekly	2-3-2017

The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	Use phrasal verbs and phrasal verbs correctly	3 weekly	9-3-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	3-16-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	3-23-2017
The student's active presence and participation	Discussion, dialogue and presentation	=	=	3 weekly	3-30-2017

n in the course of the lesson					
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	6-4-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	4-13-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	4-20-2017
The student's	Discussion, dialogue	=	=	3 weekly	4-27-2017

active presence and participation in the course of the lesson	and presentation				
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	4-5-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	11-5-2017
The student's active presence and participation in the	Discussion, dialogue and presentation	=	=	3 weekly	18-5-2017

course of the lesson					
29.Infrastructure					
Quirk, Randolph and Greenbaum S. (1973) A University Grammar of English. by. London: Longman.			1- Required prescribed books		
<b>A Student's Grammar of English Language</b> (1990.) by S. Greenbaum and R. Quirk. London: Longman.			2- Main references (sources)		
<b>A Comprehensive Grammar of English Language</b> .1985.by R. Quirk, S. Greenbaum, G. Leech, and J. Svartvik. London: Longman			Recommended books and references(Scientific journals, reports,...)		
			B - Electronic references, Internet sites...		

### 30.Course development plan

- Expanding laboratories and classrooms equipped with modern teaching aids, including interactive whiteboards, English language laboratories, and projectors.
- Openness to websites that provide a virtual class that communicates with its students and the possibility of presenting scientific material for the next lecture.



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## **Introduction:**

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.



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## Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

## Academic Program Description Form

**University Name:** University of Tikrit

for Humanities **Faculty/Institute:** College of Education

**Scientific Department:** English Department

**Academic or Professional Program Name:** Listening and Speaking

**Final Certificate Name:** Master degree in Linguistics

**Academic System:** Annual

**Description Preparation Date:**

**File Completion Date:** 28-3-2024

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

**Approval of the Dean**

1. Program Vision
Program vision is written here as stated in the university's catalogue and website.
The English department aspires to achieve leadership in the field of teaching the English language, as the English language is a language that communicates between people and represents a window for communication with various cultures and backgrounds.
2. Program Mission
Program mission is written here as stated in the university's catalogue and website.
Providing distinguished higher education in accordance with international standards to meet the requirements of the labor market with scientific and educational skills and keenness and attention to authentic, sober scientific research and its ethics in a way that ensures achieving excellence for the university globally and serving the local community to solve problems and raise the level of institutions' performance.
3. Program Objectives
General statements describing what the program or institution intends to achieve.
<ul style="list-style-type: none"> <li>- Building an educational institution characterized by progress and sophistication, developing and building bridges of communication with other institutions with a sustainable future, and enhancing students' capabilities.</li> <li>- Prepare academically qualified teachers to teach English in middle and high schools .</li> <li>- Preparing an educational and pedagogical staff familiar with the latest language teaching method and learning strategies.</li> <li>- The department tries to advance the scientific level of faculty members by motivating professors to conduct research and follow-up on scientific conferences and development in scientific research ,both at the level of English language and literature.</li> </ul>
4. Program Accreditation
Does the program have program accreditation? And from which agency?
5. Other external influences

Is there a sponsor for the program?

## 6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	2			
College Requirements				

Department				
Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
8. Expected learning outcomes of the program				
Knowledge				
<ul style="list-style-type: none"> <li>- Understanding the rules and patterns of language, such as grammar and syntax.</li> <li>- Acquiring a broader range of vocabularies and phrases.</li> </ul>				
Learning Outcomes 2	Learning Outcomes Statement 2			
Learning Outcomes 3	Learning Outcomes Statement 3			
Learning Outcomes 4	Learning Outcomes Statement 4			
Learning Outcomes 5	Learning Outcomes Statement 5			
<ul style="list-style-type: none"> <li>- Developing the ability to recognize and produce the sounds of a language.</li> <li>- Gaining knowledge of how language is used in different social contexts.</li> <li>- Learning how to construct coherent spoken or written texts.</li> </ul>				

## Skills

- Improved Comprehension: These skills enhance the ability to understand spoken language, which is crucial for effective communication.
- Better Expression: listening and speaking allow for clearer articulation of thoughts and ideas, making interactions more productive.
- Enhanced Language Proficiency: Listening and speaking practice can improve grammar, vocabulary, and pronunciation.
- Increased Confidence: Regular practice can build confidence in language abilities, encouraging more participation in conversations.
- Social Skills: Engaging in conversations helps develop social skills, active listening, and appropriate responding.
- Academic Improvement: For students, these skills are essential for classroom learning and academic achievement.
- Personal Growth: They contribute to personal development by fostering self-awareness and empathy.

## Ethics

- Providing a clear overview of the basics of speaking and listening skills by listening to recorded conversations and practicing conversations with peers.
- Enhanced Understanding: effective listening can lead to a better understanding of diverse perspectives and cultures, fostering empathy and tolerance.
- Improved Communication: speaking skills enable clear and effective communication, which is essential for ethical discussions and interaction.
- Ethical Awareness: both skills can help individuals recognize and respect the values and beliefs of others, leading to more ethical decision-making.
- Personal Development: These skills contribute to personal growth by helping individuals become more self-aware and responsible for their words and actions.

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## 9. Teaching and Learning Strategies

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Teaching and learning strategies and methods adopted in the implementation of the program in general.

- Students active participation in the class.
- Homework and detailed explanation by the teacher.
- Motivating students to participate in different activities.

- Urging students to attend relevant scientific symposium .

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## 10. Evaluation methods

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Implemented at all stages of the program in general.

- Short tests
- Daily quiz
- Semester exam
- Final examination
- Active participation in the class.

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Asst.Lect.	Linguistics	Linguistics			1	1

### Professional Development

#### Mentoring new faculty members

There is a process used to mentor new, visiting, full-time, and part-time faculty at the institution and department level.

#### Professional development of faculty members

Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

- Increasing the students' ability to interact with others actively, develop their skills to communicate successfully, develop listening skills for better understanding of others.

The Real Listening and Speaking book.

## 14. Program Development Plan

## 12. Acceptance Criterion

(Setting regulations related to enrollment in the college or institute, whether central admission or others)

Central admission.



13. The most important sources of information about the program

State briefly the sources of information about the program.

Program Skills Outline										
				Required program L						
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills		
				A1	A2	A3	A4	B1	B2	B3
1 <sup>st</sup>	LS01	Listening and speaking	Basic		√	√	√	√	√	√

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

.....

.....

.....

### Course Description Form

1. Course Name: English Language
2. Course Code: Listening and speaking-LS01
9
3. Semester / Year: 2023/2024

4. Description Preparation Date:01/10/2023	
5. Available Attendance Forms: 2 hours per week-attendance sheet.	
6. Number of Credit Hours (Total) / Number of Units (Total) 2/3	
7. Course administrator's name (mention all, if more than one name) Name: Sama'a Sate'a Ismaeel Email: sama.satea@tu.edu.iq	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>• Providing a clear overview of the basics of speaking and listening skills by listening to recorded conversations on CD and practicing conversations with peers</li> <li>• Increasing students' knowledge of some speaking and listening strategies.</li> <li>• Encouraging students to speak, increasing self-confidence and breaking the barrier of shyness.</li> <li>• Recognize new vocabulary and use it in the appropriate context.</li> <li>• Gaining new ways to create broad and different conversations based on the different scenarios presented in the book.</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>- Practical tasks:practice practical speaking strategies and tasks to improve the ability to communicate.</li> <li>- Audio script: includes information on various topics that you can hear on the audio CDs for better pronunciation.</li> <li>- Exercises &amp; training: to encourage autonomous learning by focusing on learner training.</li> <li>- General tips for developing speaking and listening skills:</li> </ul>

presenting a summary of all listening and speaking learning tips .

### 10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
1	2 hrs. per week	Speaking strategy-making and answering invitations, starting conversations.	How do you know Mark?	Listening to audio script and explain the materials in the book with the participation of students.	Participate in the discussion, assign speaking tasks, and conduct daily, monthly and written examinations
2	2 hrs. per week	Listening strategy- phoning a landlord, a problem in the house. Speaking strategy-checking information, complaints and solutions.	I'm phoning about the house	Listening to audio script and explain the materials with the participation of students.	Participate in the discussion, assign speaking tasks, and conduct daily, monthly and written examinations
3	2 hrs. per week	Listening strategy-getting information and asking more questions. Speaking strategy-getting information and asking more questions.	How do I buy a ticket?	Listening to audio script and explain the materials with the participation of students.	Participate in the discussion, assign speaking tasks, and conduct daily, monthly and written examinations
4	2 hrs. per week	Listening strategy-going out for dinner, making suggestions. Listening strategy on talking about a meal.	Shall we go out for dinner?	Listening to audio script and explain the materials with the participation of students.	Participate in the discussion, assign speaking tasks, and conduct daily, monthly and written examinations
5	2 hrs. per week	Listening strategy-saying what happened. Speaking strategy-avoiding repetition	You should go to the police 11	Listening to audio script and explain the materials with the participation	Participate in the discussion, assign speaking tasks, and conduct daily,

				of students.	monthly and written examinations
6	2 hrs. per week	Speaking strategy- giving instructions, describing what something is. Listening strategy- home remedies.	Have you got a headache?	Listening to audio script and explain the materials with the participation of students.	Participate in the discussion, assign speaking tasks, and conduct daily, monthly and written examinations
7	2 hrs. per week	Speaking strategy- asking about accommodation. Listening strategy- showing people things.	How about a hostel?	Listening to audio script and explain the materials with the participation of students.	Participate in the discussion, assign speaking tasks, and conduct daily, monthly and written examinations
8	2 hrs. per week	Listening strategy- different activities Speaking strategy- showing you are interested, talking about what you want to do.	What can I do here?	Listening to audio script and explain the materials with the participation of students.	Participate in the discussion, assign speaking tasks, and conduct daily, monthly and written examinations
9	2 hrs. per week	Speaking strategy- asking polite questions and giving reasons.	When are you flying?	Listening to audio script and explain the materials with the participation of students.	Participate in the discussion, assign speaking tasks, and conduct daily, monthly and written examinations
10	2 hrs. per week	Speaking strategy- talking about change, and giving opinions .	The weather is changing	Listening to audio script and explain the materials with the participation of students.	Participate in the discussion, assign speaking tasks, and conduct daily, monthly and written examinations

11	2 hrs. per week	Speaking strategy- talking about future plans .	I have our schedule	Listening to audio script and explain the materials with the participation of students.	Participate in the discussion, assign speaking tasks, and conduct daily, monthly and written examinations
12	2 hrs. per week	Speaking strategy- talking about completed tasks.	You did really well	Listening to audio script and explain the materials with the participation of students.	Participate in the discussion, assign speaking tasks, and conduct daily, monthly and written examinations
13	2 hrs. per week	Speaking strategy- asking people to do things, comparing things.	I've organized the trainer	Listening to audio script and explain the materials with the participation of students.	Participate in the discussion, assign speaking tasks, and conduct daily, monthly and written examinations
14	2 hrs. per week	Speaking strategy- organizing a talk, asking follow-up questions.	You need a budget	Listening to audio script and explain the materials with the participation of students.	Participate in the discussion, assign speaking tasks, and conduct daily, monthly and written examinations
15	2 hrs. per week	Speaking strategy- offering choices , talking about ruels.	Welcome to the school	Listening to audio script and explain the materials with the participation of students.	Participate in the discussion, assign speaking tasks, and conduct daily, monthly and written examinations
16	2 hrs. per week	Listening strategy- advice session Speaking strategy- giving advice , describing learning	What are your goals?  <b>13</b>	Listening to audio script and explain the materials with the participation	Participate in the discussion, assign speaking tasks, and conduct daily,

		goals.		of students.	monthly and written examinations
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<b>11. Course Evaluation</b>					
Distributing the score out of 100 according to the tasks assigned to the student such as daily etc..... preparation, daily oral, monthly, or written exams, reports					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

- Required textbooks: Real Listening and Speaking 2 with answers by Sally Logan and Craig Thaine .
- Main References :the audio script CD attached with the book.
- Electronic References: using different relevant internet webs and links in regard with developing listening and speaking skill





### Curriculum skills chart

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General skillsAnd qualifyingMovable( Other skills related to employability and personal development)				Emotional and value goals				ObjectivesSkills YehForprogram				ObjectivesIDYH				Basic  Or optional	Course Name	Course Code	Year/level
D4	D 3	D 2	D 1	C4	C3	C2	C1	B4	B3	B2	B 1	A4	A3	A2	A1				

## Course description form

### Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description.

Tikrit University	41. Educational institution
Department of English Language	42. The section scientific/ Center
NOV356	43. Course name/code
The student's attendance is an existing and essential matter, not distance learning	44. Available attendance forms
third level	45. Semester/year
96	46. Number of study hours (total)
1/26/2017	47. Date this description was prepared
48. Course objectives This course aims to give the student a complete idea of the Victorian era (the eighteenth century). The student studies a number of English novels that are important for their originality as solid literary works.	
The target The main aspect of studying this course is for the student to learn the English language through literary works of fiction.	

### 31. The outputs of the Established Teaching, learning and evaluation methods

#### A- No Cognitive goals

A1-Remembering: Verbs that can be used at the level of remembering: (identify - describe - mention - name - choose - recall - enumerate) so that the student knows English fictional literature.

A2-Understanding: Examples of some verbs that can be used at the level of understanding (explains - summarizes - expresses - interprets - distinguishes - arranges - infers - concludes - justifies - gives). The student explains the narratives on clear critical foundations.

A3-Application: Examples of some verbs that can be used at the application level (applies - produces - prepares).

A4-Analysis: Examples of some verbs that can be used at the level of analysis: (divide - differentiate - distinguish - infer). The student recognizes the importance of using the English language in multiple contexts.

A5-Synthesis: Examples of some verbs that can be used at the synthesis level (classify - collect - invent - design - explain - organize - rearrange or organize - link - review - summarize - tell - write a topic - suggest).

A6-Evaluation: Examples of some verbs that can be used at the evaluation level (criticize - evaluate - extract - establish - support - evaluate - highlight).

#### B - Objectives Oryx Rattia For Established.

B 1 - The main goal of studying the English novel is to provide the student with information about civilization and aspects of English history.

B2 - Make the student able to develop the four language skills, especially reading.

B3 -The student discusses everything related to the English language in a scientific manner through this course.

B4-Pushing the student towards critical and analytical thinking.

#### Teaching and learning methods

- 1- Giving lectures with text reading, analysis and criticism.
- 2- Watching educational films and listening to a recording of the text.
- 3- The student participates in each lecture in analyzing the text and expressing his opinion.
- 4- Urging the student to write reports and research in the field of this course.

#### Evaluation methods

Daily participation - oral tests - written tests

#### C-Emotional and value goals:

C1- Reception and acceptance: Examples of some verbs that can be used at the reception level (pay attention - ask - listen - choose - answer). The student listens to a lecture about the development of language through the novel.

C2-Response: Examples of some verbs that can be used in response (answers - goes along - decides - feels - discusses - participates). The student should enjoy studying literary texts.

C3-Value judgment (judgment in light of value): Examples of some verbs that can be used at this level (initiate - highlight - work - suggest - estimate) so that the learner appreciates the role of the novel in learning the foreign language.

C4-Value organization: Examples of some verbs that can be used in value organization (organize - correct - combine). The student benefits from the skill of speaking through the narrative text.

Teaching and learning methods

- 1- Giving lectures (explanation and clarification).
- 2- Using technological educational means, such as showing educational films and listening to reading electronically.
- 3- Urge the student to participate in discussing the fictional text.

Evaluation methods

Written tests - oral tests - daily participation - completing reports and assignments.

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

D1-Enhancing personality strength through studying literary characters and analyzing their dimensions.

D2-Developing the four language skills and encouraging the student to use the English language to express himself.

D3-Introducing the student to English literary texts and urging him to memorize some of them.

D4-Developing the student's competence in using the English language tactfully.

32.Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Questions and discussion	Lecture and explanation	Introduction to the English novel in the 18th century	The student will be familiar with the history of the Victorian era novel and its characteristics and most important characteristics	6	1-2
First month exam - F1	Lecture, explanation, and text analysis	Dickens's life. Study several chapters of the novel Great Expectations	The student learns about the achievements of writer Charles Dickens and the novel Great Expectations	18	3-6
Questions, discussion and writing notes	Writing notes and critiquing important texts	Reading chapters of the novel and literary criticism	Understanding and analyzing the novel	9	7-10
Discussion and analysis	Watch the educational film	Great hopes are visible	Understanding and analyzing literary text and developing the four skills	9	11-14

Second month exam, first credit	Lecture-discussion-analysis	The Novel of Great Expectations: A General Review	Ability to critically analyze	6	15-16
			<b>Half year holiday</b>		
Discussion and questions	Lecture and analysis	Introduction to Wadarnak Heights and reading several chapters	The student learns about Emily Brontë and the novel Wuthern Heights	3	17
Discussion and questions	Lecture and analysis	Read and analyze important texts	Study chapters from the novel	12	18-22
Writing notes	Lecture and explanation	Literary criticism and analysis	Encourage students to analyze the novel and participate in the discussion	6	23-24
Analysis and discussion	Watch the educational film	Visible	Developing analysis, listening, speaking, reading and writing skills	3	25
First month exam -	Lecture - discussion	A general review of	Developing the skill of literary criticism	3	26



second semester	n - analysis	Wathernak Heights			
Discussion and questions	Lecture-discussion	An introduction to the works of Jane Austen	Introducing the student to the novelist Jane Austen and the novel Amma	6	27-28
Write notes and discuss	Lecture and explanation	Read and analyze the novel Amma	Developing the four skills and analysis	9	29-31
Second month exam - second semester	Analysis and criticism	Review the novel	Understanding and analyzing literary text	3	23

12. Infrastructure	
1-Great Expectations 2-Wuthering Heights 3-Emma	1- Required prescribed books
1-Understanding Literature 2-The Rise of the English Novel	2- Main references (sources)
	Recommended books and references(Scientific journals, reports,...)
1-sparknotes 2-helpme.com	B - Electronic references, Internet sites...

13. Course development plan

**Curriculum skills chart**

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General skillsAnd qualifyingMovable( Other skills related to employability and personal development)				Emotional and value goals				ObjectivesSkills YehForprogram				ObjectivesIDYH				Basic Or optional	Course Name	Course Code	Year/level



## Course description form

### Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description.;

College of Education for Human Sciences	49. Educational institution
Department of English Language	50. The section scientific/ Center
English poetry	51. Course name/code
Two hours a week	52. Available attendance forms
annual	53. Semester/year
120	54. Number of study hours(total)
1-29-2017	55. Date this description was prepared
<p>56. Course objectives</p> <p>The main goal behind this course is to give the student a comprehensive idea of English poetry as a literary art of the sixteenth century, through studying the most important lyric poems and poetic poems of some prominent poets. Through this course, the student learns about the English language in those centuries and compares it with the modern language. The objective goal is to clarify poetic methods such as personification, metaphor, contradiction, etc., in addition to expanding the student's imagination by asking intellectual questions about the poems and their topics.</p>	

33. The outputs of the Established Teaching, learning and evaluation methods
<p>A- No Cognitive goals</p> <p>A1- Teaching the student how to read the poem and understand its vocabulary</p> <p>A2- Analyze the poem to understand the general meaning</p> <p>A3- Extracting the poetic devices used in the poem</p>

A4-Understanding the basic theme of the poem, its general form, and its linguistic structures

A5-

A6-

B -ObjectivesSkillsYehForEstablished.

B 1 -The student should know how to analyze the poem and know the poet's purpose

B2 -How to extract poetic means and the goal behind them

B3 -Read the poem recitatively, emphasizing the poet's tone

B4-

Teaching and learning methods

How to deliver a lecture theoretically

Evaluation methods

50 marks for the annual endeavor and 50 marks for the final exam

C-Emotional and value goals

C1-That the student understands the poem's content and enjoys it

C2-The student participates in explaining the poems and expressing his own opinion

C3-

C4-

Teaching and learning methods

As mentioned above

Evaluation methods

As mentioned above

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

D1-The student's ability to analyze and understand poems

D2-Giving the student an opportunity to simulate his imagination and express his opinions

D3-

D4-



### 34.Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Participate in the discussion and conduct oral and written examinations	The lecture	A general introduction to the 16th century and the characteristics of poetry in that century	Introducing the student to the characteristics of 16th century poetry	2	1
Participate in the discussion and conduct oral and written examinations	Discussing and finding a link to the topic of the poem and contemporary reality	Thomas Wyatt's contributions to the development of English poetry and the analysis of his poems."the hind	Analysis of the poem	4	2-3
Participate in the discussion and conduct oral and written examinations	Lecture and link the poem's ideas to the student's reality	Henry Howard's contributions to the development of English poetry and the analysis of a poem"the soote season"	Analyze and understand the poem	4	4-5

Participate in the discussion and conduct oral and written examinations	Lecture and link the poem's ideas to the student's reality	A poem by Philip Sidney "leave me love"	Analyze and understand the poem	4	6-7
Participate in the discussion and conduct oral and written examinations	The lecture	Analysis of Edmund Spenser's poem "Like as a Ship"		2	8
Participate in the discussion and conduct oral and written examinations	The lecture	Analysis of the lyric poems of William Shakespeare "55" "18" "116"	Analysis of poems	6	9-10-11

Participate in the discussion and conduct oral and written examinations	The lecture	Analysis of John Donne's poem Analysis of John Donne's poem "death be not proud"	Analysis of poems	2	12
Participate in the discussion and conduct oral and written examinations	The lecture	Poem by George Herbert "the collar"	Analysis of poems	2	13
Participate in the discussion and conduct oral and written examinations	The lecture	Poem by Robert Herrick "to Daffodils"	Analysis of poems	2	14

Participate in the discussion and conduct oral and written examinations	The lecture	Poem by John Milton "on His Blindness"	Analysis of poems	8	15-16-17-18
Participate in the discussion and conduct oral and written examinations	The lecture	John Dryden's poetry and poems "Portrait of Zimri From Absalom and Achitophel"	Analysis of poems	6	19-20-21
Participate in the discussion and conduct oral and written examinations	The lecture	Explanation and understanding of Alexander Pope's critical essay "the critic's task"	Explain and understand	8	22-23-24-25

35.Infrastructure					
English Poetry: the sixteenth century			1- Required prescribed books		
English Poetry the sixteenth and seventeenth centuries. by dr. Hamdi Hameed			2- Main references (sources)		
Reading sixteenth century poetry by Patrich Cheney					
English Poetry of the sixteenth century by Gary Fredric			Recommended books and references(Scientific journals, reports,...)		
Sixteenth century poetry -willy online And many other reliable websites that help the student understand the material			B - Electronic references, Internet sites...		

36.Course development plan
Organizing students into groups and distributing poems so that they can collect information about them and discuss them among themselves



**Curriculum skills chart**

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General skillsAnd qualifyingMovable( Other skills related to employability and personal development)				Emotional and value goals				ObjectivesSkills YehForprogram				ObjectivesIDYH				Basic Or optional	Course Name	Course Code	Year/level
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Basic	linguistics	LING352	Third	

## Course description form

### Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description.;

Tikrit University	57. Educational institution
Department of English Language	58. The sections scientific/ Center
LING352	59. Course name/code
Student attendance is essential	60. Available attendance forms
2016-2017	61. Semester/year
120	62. Number of study hours(total)
1-30-2017	63. Date this description was prepared
64. Course objectives	
Informing students about the importance of language, its sciences and history, especially the English language and its branches, its relationship with other cognitive sciences, and the most important characteristics of human language. Students are also informed about the most important schools and theorists who contributed to the advancement of this science in both Europe and America and how it developed and reached us as a basic science.	



## 9- The outputs of the Established Teaching, learning and evaluation methods

### A- NoCognitive goals

#### A1-Preservation:

Students are taught the basic branches of linguistics as a purely linguistic relationship between its branches and how to link language with other sciences.

#### A2-Understanding:

Inferred intellectual questions are asked, taken from the curriculum book, to stimulate students' understanding of the curriculum, after explanation and clarification.

#### A3-Analysis:

Students can analyze some linguistic sentences using theoretical methods, morphologically and syntactically; And

#### A4-Installation:

After memorizing the most important topics covered in the curriculum, students can reassemble some scattered ideas to develop their abilities to understand the material and comprehend it easier and faster.

#### A5-Calendar:

Daily questions are prepared during the lecture and answered orally. Semester questions are also created for the exam (written exam) and a quick daily exam is prepared (Quizz)

#### A6-

B -ObjectivesSkillsYehForEstablished.

B 1 -The skill of encyclopedic reading ability is achieved by guiding students to use source books

B2 -The skill of accessing the Internet regarding the topics required as a classroom activity

B3 -The skill of being able to understand the relationships between the presented ideas

B4-The skill of being able to participate and interact

Teaching and learning methods

- 1- Student participation inside the hall
- 2- Homework and detailed explanation by the professor
- 3- Extracurricular student participation
- 4- Urging students to attend relevant scientific symposiums

Evaluation methods

Short tests - daily exams - semester exams - final exams - and the student's active presence and participation in the lesson.

C-Emotional and value goals

C1-Urging the student to pay attention to scientific materials related to the language and making the material attractive to him

C2-Developing his values, beliefs and inclinations

C3-Developing students' attitudes according to the branches of linguistics

Teaching and learning methods

- 1- Student participation inside the hall
- 2- Homework and detailed explanation by the professor
- 3- Extracurricular student participation
- 4- Urging students to attend relevant scientific symposiums

Evaluation methods

Short tests - daily exams - semester exams - final exams - and the student's active presence and participation in the lesson.

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

D1-The student's ability to understand linguistic terms

D2-The student's ability to interact in class

D3-Training him through induction, deduction, and presenting examples of each theory to encourage students to understand the theoretical material and apply it practically

D4-

### 37.Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Semester and final exams, daily assignments, and general questions	Lectures	What is linguistics?	Daily preparation and a detailed explanation of the terms within the preparation	3	1
=	=	The Scientific Study of Language.	=	3	2
=	=	The Scope of Linguistics/Linguistics and other disciplines	=	3	3
=	=	The application of Linguistic science	=	3	4
=	=	The misconception about the nature of linguistics	=	3	5
=	=	Linguistics and the historical study of language	=	3	6
=	=	Comparative philology, language families	=	3	7
=	=	The various branches of general linguistics, a brief history of the study of linguistics: Greeks 20th century	=	3	8

=	=	Traditional grammar vs linguistics the misconception of the traditional grammar	=	3	9
=	=	De Saussure: the founder of modern linguistics	=	6	10-11
=	=	Structural linguistics (bloomfieldian linguistics)	=	3	12
=	=	the goals of linguistics theory and the concept of grammar	=	3	13
=	=	The various branches of general linguistics, a brief history of the study of linguistics: Greeks 20th century	=	3	14
=	=	Traditional grammar vs linguistics the misconception of the traditional grammar	=	3	15
=	=	Chomsky and transformational grammar	=	6	16-17
=	=	What is language? (some definitions)	=	3	18
=	=	The various characteristics of language	=	3	19

=	=	The functions of language	=	3	20
=	=	The structure of language	=	3	21
=	=	Phonetics vs. phonology	=	3	22
=	=	The phoneme	=	3	23
=	=	Morphology (an introduction/ definition)	=	3	24
=	=	The morpheme and its types	=	3	25
=	=	Phonological and morphological conditioning	=	3	26
=	=	Word process formation	=	3	27
=	=	Syntax	=	3	28
=	=	Semantics vs. pragmatics	=	6	29-30
=	=	Lexical and grammatical meaning	=	3	31

### 38. Infrastructure

Aitchson, J. (1999): Linguistics. London: Hodder Headline Plc.,	1- Required prescribed books
Abdul-Hameed, YH An Introductory Course to General Linguistics.  Fromkin, V. and Rodman, R. (1983) An Introduction to Language, Holt, Rinehart & Winston  Crystal, D. (2003). A Dictionary of linguistics & Phonetics. Blackwell Publishing.  -Yule, G. (2006). The Study of Language. Cambridge University Press.	2- Main references (sources)
-	Recommended books and references (Scientific journals, reports,...)
	B - Electronic references, Internet sites

### 39. Course development plan

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**Curriculum skills chart**

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General skillsAnd qualifyingMovable( Other skills related to employability and personal development)				Emotional and value goals				ObjectivesSkills YehForprogram				ObjectivesIDYH				Basic Or optional	Course Name	Course Code	Year/level		
																				D4	D 3
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	Drama	DRM346	Third

## Course description form

### Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description.

<b>Tikrit University - College of Education for ScienceHumanity</b>	1. Educational institution
<b>Department of English Language</b>	2. The sections scientific/ Center
<b>Drama/DRM346</b>	3. Course name/code
My presence	4. Available attendance forms
third level	5. Semester/year
96	6. Number of study hours(total)
1/9/2022	7. Date this description was prepared
8. Course objectives	

This course aims to give the student a complete idea of the English theater during the sixteenth and seventeenth era through his study of a number of... Business The play by the English playwright "Shakespeare." That goal Basic From this course, the student learns the English language through Business Literary The play.

## 9. The outputs of the Established Teaching, learning and evaluation methods

### A- Cognitive objectives:-

**A1- Remembering :** that I!The student knew English dramatic literature.

**A2- Understanding :** The student explains the types Literary Different theatrical Based on From clear monetary foundations.

**A3- Application:** The student applies the uses of the English language through theatrical literature.

**A4- Analysis :** For the student to recognize the importance of the uses of the English language in multiple contexts.

**A5- Installation:** The student should write a compositional topic about one of the literary "theatrical" works in the language English.

**A6- Calendar :** For the student to appreciate the importance of studying theatrical literature in learning the English language.

### B - The skills objectives of the course.

**B 1 -** For the student to discuss issues literature English playwright on Basis Clear cash.

**B2 -** Discuss with the student scientifically everything Relates to the topic of using the English language through literature Theatrical.

**B3 -** Pushing the student towards critical and analytical thinking.

**B4-** Urging the student to write reports and research in the field of this course.

Teaching and learning methods

**1. Lectures (explanation and clarification).**

**2. Using technological educational aids as teaching aids (the movies Educational, electronic lecture).**

**3. Self-learning method through my support and Learner-centred learning.**

**4. Urging students to use the library as a learning method.**

Evaluation methods

**Written tests - oral tests - daily contributions - completing reports and assignments**

C-Emotional and value goals

**C1 - Reception and Acceptance: The student listens to a lecture about the development of the English language through theatrical literature.**

**C2 - Response: That the student finds pleasure in reading literary texts in the English language.**

**C3 - Value judgment: For the student to appreciate the role of theatrical literature in the field of learning the English language.**

**C4 - Value organization: For students to accept the value of learning the skill of speaking through literary dialogue in the theatrical text.**

Teaching and learning methods

**1. Lectures (explanation and clarification).**

**2. Using technological educational aids as teaching aids (the movies Educational, electronic lecture).**

**3. Self-learning method by supporting a learner-centered learning environment.**

**4. Asking the student to submit scientific reports and urging him to participate in scientific discussions.**

Evaluation methods

**Written tests - oral tests - daily contributions - completing reports and assignments**

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

**D1- Effective leadership and communication skills**

**D2- Mastering the use of the English language, reading, writing, and applying the general concepts of the English language and literature.**

**D3- The student's knowledge and memorization of some literary texts in the English language to enhance his general culture.**

**D4- Developing the student's skills by focusing on some external influences that help him develop himself.**

## 10. Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
questionsAnd discussion	Lecture and explanation	Introduction to English theatre	The student should be familiar with the history of English theatrical literature, understand the theatrical structure and the social function of theatrical art	3	1
questionsAnd discussion	Lecture and explanation	lifeAnd worksShakespeare's play	The student learns about the life and works of the English writer Shakespeare	3	2
questionsAnd discussion	Lecture and explanation	Introduction to the play Hamlet	The student learns about the play Hamlet	3	3
questionsAnd discussion Daily exam	Lecture and explanation offerppt	Elements of the play Hamlet	Understanding and analyzing the elements of the play	3	4
Exam the chapterthe first  (the examthe first))	Lecture-writing Notes  (Read and analyze the textLiterary)	Hamlet: Chapter (the first-the second)	Understanding and analyzing textLiterary, developing skills  (listening, speaking, reading and writing)	12	5-8
questionsAnd discussion  writing reports	Lecture-writing Notes  (Read and analyze the textLiterary)	Hamlet: Chapter (Thethird)	Understanding and analyzing textLiterarydeveloping skills  (listening, speaking, reading and writing)	3	9
questionsAnd discussion  writing reports	Lecture-writing Notes  (Read and analyze the textLiterary)	Hamlet: Chapter (TheFourth - fifth)	Understanding and analyzing textLiterarydeveloping skills  (listening, speaking, reading and writing)	12	10-13
Discussion and analysis	Show an educational film	Hamlet:Visible	Develop listening, comprehension and analysis skills	3	14
Examthe chapterthe first  (Second exam))	lecture- Discussion - Analysis  an offerppt	Hamlet: a general review	Ability to critically analyze	6	15-16

Half year holiday

Oral questionsAnd discussion	an offerppt	Introduction to the comedy play	The student learns about a playTwelfth Night As a kind ofSpeciesComedy	3	17
Oral questionsAnd discussion	an offerppt	Elements of the play	Understand and analyze the elements of a playTwelfth Night	3	18
Oral and written tests	Lecture - writing notes (Read and analyze the textLiterary)	a play Twelfth Night Chapter (1-3)	Understanding and analyzing textLiterary Developing skills (listening, speaking, reading and writing)	15	19-23
Discussion and analysis	Show an educational film	Visible	Develop listening, comprehension and analysis skills	3	24
Second semester exam (the examthe first)	Lecture - discussion - analysis	Twelfth Night General Review	Remembering skills Developing skills (listening, speaking, reading and writing)	3	25
Oral and written tests	Lecture - writing notes (Read and analyze the textLiterary)	a play Twelfth Night the chapter(5)	Understanding and analyzing textLiterary Developing skills (listening, speaking, reading and writing)	3	26
Second semester exam (second exam)	Lecture - writing notes (Read and analyze the textLiterary)	Twelfth Night General Review	Remembering skills Developing skills (listening, speaking, reading and writing)	18	27-32

11. Infrastructure	
<b>1. Hamlet</b> by William Shakespeare <b>2. Twelfth Night</b> by William Shakespeare	1- Required prescribed books
- Bryan Aubrey (et al). Shakespeare for Students, second edition, (Vol.1,2) - Galens, David, Lynn Spampinaton (editors) Drama for Students Vol.1. London: Gale, 1998.	2- Main references (sources)
<a href="http://www.academicjournals.org/">http://www.academicjournals.org/</a>	Recommended books and references (Scientific journals, reports,...)
<a href="http://www.cliffsnotes.com">www.cliffsnotes.com</a> <a href="http://www.sparknotes.com">www.sparknotes.com</a>	B - Electronic references, Internet sites...

12. Course development plan
Not currently available





**Curriculum skills chart**

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General skillsAnd qualifyingMovable( Other skills related to employability and personal development)				Emotional and value goals				ObjectivesSkills YehForprogram				ObjectivesIDYH				Basic Or optional	Course Name	Course Code	Year/level			
																				D4	D 3	D 2
	√	√	√		√	√	√		√	√	√	√	√	√	√	√	√	√	Basic	Research Methodol ogy	RES341	third level

## Course description form

### Course description

The Scientific Research Methodology subject is one of the basic curricula in the College of Education for Humanities, Department of English Language. This course includes the concept of scientific research, types of research, and conditions for good research. The most important steps in scientific research are choosing the topic, research plan, choosing a sample, types of samples, statistical treatment, steps for writing a research report, and research methods. This course aims to give the student a complete idea about learning the steps of writing scientific research in the English language.

Tikrit University	65. Educational institution
Department of English Language	66. The section scientific/ Center
RES341	67. Course name/code
Student attendance is present and essential, not distance learning	68. Available attendance forms
third level	69. Semester/year
62	70. Number of study hours(total)
1-1-2017	71. Date this description was prepared
72. Course objectives	
<ul style="list-style-type: none"> <li>• After completing the course, the student can:</li> <li>• Know the concept of scientific research and its methods</li> <li>• Analysis of types of scientific research</li> <li>• Master the most important scientific research skills</li> </ul>	
Proficient in dealing methods and skills in dealing with references and sources	

Remember the most important standards and steps for writing practical research

- She is proficient in writing scientific research

Proficient in documentation skills

Remember the most important statistical methods used in analyzing research results

#### 40. The outputs of the Established Teaching, learning and evaluation methods

A- No Cognitive goals

A1- Understanding: Ability to think logically

A2- Application: The ability to prepare linguistic research in the fields of linguistic and literary research

A3- Calendar: To evaluate the research prepared by each student, Evaluation of extracurricular activities, Evaluation of quarterly tests

A4-

A5-

A6-

B - Objectives Skills Yet For Established.

B 1 - The student discusses the issues of citation and documentation in writing the research

B2 - Urging the student to re-maintain the text to avoid plagiarism

B3 - Urging the student to write a specific research paper in this course

B4-

Teaching and learning methods

- 2- Giving lectures (explanation and clarification)
- 2-Using educational means of technology such asData Show
- 5- Self-learning method through supporting the learner's environment
- 6- Urging the student to use the library

Evaluation methods

Written tests-Oral exams-Daily posts-Completion of writing the research

C-Emotional and value goals

- C1-Reception and acceptance: The student pays attention and listens to the lesson, follows up and answers questions related to the subject
- C2-Response: The student decides to write a research paper, discusses the steps for writing it, and the student participates in discussion circles
- C3-Value organization: The student accepts the value of learning the skill of paraphrasing and direct and indirect quoting
- C4-

Teaching and learning methods

- 1- Giving lectures (explanation and clarification)
- 2-Using educational means of technology such asData Show
- 3- Self-learning method through supporting the learner's environment
- 4- Urging the student to use the library

Evaluation methods

Written tests-Oral exams-Daily posts-Completion of writing the research

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

D1-Leadership and effective communication skill

D2-Ability to use the English language reading and writing

D3-Developing the student's skills through some external influences that help him develop himself

#### 41.Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Questions and discussion	Lecture and explanation	Introduction to scientific research methodology	The student must be familiar with writing scientific research	2	1
Questions and discussion	Lecture and explanation	The concept of scientific research, its types and steps for writing it	The student learns about the types of scientific research	2	2
Questions and discussion + daily exam	an offer PTT	The library and its parts	the library-Library classification	2	3
Questions and discussion	Lecture and explanation	Types of references + encyclopedia and their use	Learn to use references	2	4
Questions and discussion	Lecture and explanation	Chapter Four: Supporting the research with primary and secondary sources	Learn primary references and secondary references	8	5-8
Questions and discussion	an offer Data Show	Methods of taking information from sources (abbreviation - paraphrasing).- Direct quote.	Learn to take information and add it to scientific research	2	14
Questions and discussion	Lecture and explanation	Introduction to the research + first chapter + second	Learn to formulate the theoretical side of research	2	15-16

		chapter + conclusion			
Questions and discussion	Lecture and explanation	Steps for writing research (before writing + writing + after writing)	The student understands the steps of writing a research paper	2	<b>Half year holiday</b>
Questions and discussion + daily exam	an offerData Show	Introduction + conclusion	The student learns the basics of scientific research	2	17
Questions and discussion	Lecture and explanation	Direct and indirect quotation	Learn the student direct quotation	2	18
Questions and discussion	Lecture and explanation	Using brevity + paraphrasing and direct quotation together in scientific research	The student understood the difference between quoting + paraphrasing and summarizing	18	19-23
Questions and discussion	Lecture and explanation	Avoid plagiarism	The student understood the concept of plagiarismPlagiarism	2	24
Questions and discussion	Lecture and explanation	Citation types	The student learned the short direct quote + the long direct quote	2	25
Questions and discussion	Lecture and explanation	Chapter Nine: Types of sources	Student understanding of documenting sources	2	26



Questions and discussion + daily exam	an offerData Show	Arrange the sources at the end of the research	Numbers of sources at the end of the research	2	27-32
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42. Infrastructure	
43.	
Writing Research Paper	1- Required prescribed books
Research Methodology: Methods and Techniques English for Writing Research Papers	2- Main references (sources)
College of Education Journal for Human Sciences Practice Hall Handbook for Writers.	Recommended books and references (Scientific journals, reports,...)
<a href="http://www.iasj.net">www.iasj.net</a> <a href="http://www.tu.edu.iq">www.tu.edu.iq</a>	B - Electronic references, Internet sites...

44. Course development plan
Allocating an applied or practical part within the library so that the student learns practically how to search for linguistic, literary and rhetorical issues and extract the information contained within the books, and how to graduate from ancient sources to modern references and books. Providing suitable classrooms for students, comfortable seats, over-head projectors, televisions and educational video tapes, computers, a library equipped with specialized references for the department. The presence of faculty members to provide advice, counsel and academic guidance to the student in need, and to create the scientific atmosphere for the university professor to benefit and benefit.

**Curriculum skills chart**

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General skillsAnd qualifyingMovable( Other skills related to employability and personal development)				Emotional and value goals				ObjectivesSkills YehForprogram				ObjectivesIDYH				Basic Or optional	Course Name	Course Code	Year/level		
																				D4	D 3
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	Grammar		Third

the page

## Course description form

### Course description

This course aims to provide the student with an important idea about the parts of speech. It also helps students understand and learn basic tenses and verbs: nouns (countable and uncountable), definite articles, quantitative pronouns, personal pronouns (subject, verb, possessive, reflexive, and reciprocal), demonstrative nouns, adjectives, comparative adjectives, pronouns and adverbs..

College of Education for Human Sciences	73. Educational institution
English	74. The sections scientific/ Center
<b>GRM351 English Grammar</b>	75. Course name/code
3 hours a week	76. Available attendance forms
Third grade	77. Semester/year
120	78. Number of study hours(total)
1/9/2020	79. Date this description was prepared
80. Course objectives	
<ul style="list-style-type: none"> <li>• YThe aim of this course is to improve students' linguistic accuracy and help them produce grammatically correct sentences. It also helps them to recognize different types of tenses and the ability to distinguish between those tenses and formation Sentences and their composition based on their understanding of tenses.</li> </ul>	

- The aim of this course is to help students learn, practice and use reflexive and reciprocal pronouns, phrasal verbs, modal verbs and similar expressions to express ability, the present perfect, comparative and superlative adjectives and adverbs, infinitives, subjects and objects in the sentence and the infinitive, and expressing requests, suggestions and responses. on her.

#### 45. The outputs of the Established Teaching, learning and evaluation methods

- The ability to formulate linguistically and grammatically correct sentences using basic grammatical rules
- The ability to know the parts of speech
- Using and understanding tenses such as the simple present, the present continuous, the past simple, and the past continuous
- Develop their knowledge of the English language and its basic grammar
- Acquire grammar rules that help them understand the English language and express themselves using this language.
- Develop their ability to understand written and spoken texts in English,
- Gain confidence in their ability to speak and write English without making unacceptable mistakes,
- Learn to use new phrases and constructions correctly and usefully.
- The ability to formulate linguistically and grammatically correct sentences using basic grammatical rules

#### Teaching and learning methods

1. Cooperative education
2. Solve problems
3. Dialogical methods
4. Methods based on discussion and dialogue.
5. Methods based on e-learning

- A. (50) The grade of endeavor, including the student's monthly and written tests, the student's active attendance and participation in the course of the lesson and other extracurricular activities.
- B. (50) Final written test score

C-Emotional and value goals

C1-Ensure that the student completes his assignments on time

C2-Participation in the hall and highlighting the importance of daily attendance.

C3-Positive interaction with students to complete assignments and act responsibly

Teaching and learning methods

1. Through lectures and presentation of theoretical rules.
2. Training students to write on the board
3. Discuss homework mistakes

Evaluation methods

1. Class participation
2. Rapid exams.
3. Homework
4. Monthly exams and the end of the academic year

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

D1-Get the student used to submitting the assignment at the scheduled time.

D2-Be careful not to repeat spelling and theoretical errors.

D3-Developing communication skills with others and encouraging team spirit

D4-Using the Internet to complete homework.

C. Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Sentence Elements	Identify the basic elements of sentences	3 weekly	1-10-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	8-10-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	10-15-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	10-22-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Verb Phrase	Identify the types of verbs and use them in sentences	3 weekly	10-29-2016



The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	11-5-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	11-12-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	11-19-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	11-26-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Noun Phrase	Identify noun phrases	3 weekly	3-12-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	10-12-2016

The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	12-17-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Adjectives and Adverbs	Use descriptive and adverbial phrases correctly	3 weekly	12-24-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	12-31-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	2-17-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	2-24-2017

The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	2-3-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	9-3-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	3-16-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Adjectives and Adverbs	Identify the types of adjectives and adverbs and their derivations	3 weekly	3-23-2017
The student's active presence and participation	Discussion, dialogue and presentation	=	=	3 weekly	3-30-2017

in the course of the lesson					
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	6-4-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	4-13-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	4-20-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	4-27-2017
The student's active	Discussion, dialogue and presentation	=	=	3 weekly	4-5-2017

presence and participation in the course of the lesson					
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	=	3 weekly	11-5-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation				18-5-2017

D. Infrastructure	
Quirk, Randolph and Greenbaum S. (1973) <i>A University Grammar of English</i> . London: Longman.	1- Required prescribed books
<b><i>A Student's Grammar of English Language</i></b> (1990.) by S. Greenbaum and R..Quirk.London: Longman.	2- Main references (sources)
<b><i>A Comprehensive Grammar of English Language</i></b> .1985.by R. Quirk, S. Greenbaum, G. Leech, and J. Svartvik. London: Longman	Recommended books and references(Scientific journals, reports,...)
	B - Electronic references, Internet sites...

E. Course development plan
<ul style="list-style-type: none"> <li>- Expanding laboratories and classrooms equipped with modern teaching aids, including interactive whiteboards, English language laboratories, and projectors.</li> </ul> <p>Openness to websites that provide a virtual class that communicates with its students and the possibility of presenting scientific material for the next lecture.</p>







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## **Introduction:**

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staff together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

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## Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

## **Academic Program Description Form**

**University Name: Tikrit**

**Faculty/Institute: college of education for humanities**

**Scientific Department: English**

**Academic or Professional Program Name: .....**

**Final Certificate Name: .....**

**Academic System: .....**

**Description Preparation Date:**

**File Completion Date:**

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

**Approval of the Dean**

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<b>1. Program Vision</b>				
Program vision is written here as stated in the university's catalogue and website.				
<b>2. Program Mission</b>				
Program mission is written here as stated in the university's catalogue and website.				
<b>3. Program Objectives</b>				
General statements describing what the program or institution intends to achieve.				
<b>4. Program Accreditation</b>				
Does the program have program accreditation? And from which agency?				
<b>5. Other external influences</b>				
Is there a sponsor for the program?				
<b>6 Program Structure</b>				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	Practical
8. Expected learning outcomes of the program				
Knowledge				
Learning Outcomes 1	Learning Outcomes Statement 1			
Skills				
Learning Outcomes 2	Learning Outcomes Statement 2			
Learning Outcomes 2	Learning Outcomes Statement 2			
Learning Outcomes 3	Learning Outcomes Statement 3			
Learning Outcomes 3	Learning Outcomes Statement 3			
Ethics				
Learning Outcomes 4	Learning Outcomes Statement 4			
Learning Outcomes 4	Learning Outcomes Statement 4			
Learning Outcomes 5	Learning Outcomes Statement 5			
Learning Outcomes S	Learning Outcomes Statement 5			
9. Teaching and Learning Strategies				
Teaching and learning strategies and methods adopted in the implementation of the program in general.				
10. Evaluation methods				
Implemented at all stages of the program in general.				

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer

<b>Professional Development</b>
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

<b>12. Acceptance Criterion</b>
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

<b>13. The most important sources of information about the program</b>
State briefly the sources of information about the program.

<b>14. Program Development Plan</b>
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Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description Form

1. Course Name: English Language					
2. Course Code: Handbook to Academic Writing					
3. Semester / Year:2023-2024					
4. Description Preparation Date: 1\10\2023					
5. Available Attendance Forms: 2 hours weekly					
6. Number of Credit Hours (Total) / Number of Units (Total) 6\5					
7. Course administrator's name (mention all, if more than one name)					
Name: Ibraheem Khalaf Salih					
Email: Ibrahim.Kh.@tu.edu.iq					
Name:					
Email: .....					
8. Course Objectives					
<b>Course Objectives</b>			<input type="checkbox"/> training the students of correct writing <input type="checkbox"/> using linguistics structure in writing <input checked="" type="checkbox"/> understanding the characteristics of English writing		
9. Teaching and Learning Strategies					
<b>Strategy</b>		1- The characteristics of English writing 2- Give accurate description of writing 3- Give accurate description of the types of English writing paragraphs and distinguishing between them			
10. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

1-2	2 hours weekly	The difficulties and problems of writing	The problems of writing	Explaining and writing with asking students to do assignments	The participation and daily, weekly and monthly exams
4-3	2 hours weekly	Narrative Paragraphs	Definition, types of Narrative paragraphs	Explanation time order signals and the coordinating conjunctions	The participation and daily, weekly and monthly exam
5-6	2 hours weekly	Paragraph Structure	The parts of a paragraph	Explanation and clarifying the paragraph structure of a paragraph	The participation and daily, weekly and monthly exam
7-8	2 hours weekly	Descriptive paragraph	The nature of the topic sentences	Explanation and giving examples about the types of the English sentences	The participation and daily, weekly and monthly exam
9-10	2 hours weekly	Logical division of ideas	Having a coherent text	Explanation and explaining how to achieve coherence	The participation and daily, weekly and monthly exam
11-12	2 hours weekly	Process paragraphs	The process of paragraphs and how build a coherent paragraphs	Explanation and giving details	The participation and daily, weekly and monthly exam
13-14	2 hours weekly	Comparison and contrast paragraphs	Suffixes, prefixes, compound words	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam
15-16	2 hours weekly	Weak forms	Block organization and sentence structure	Explanation and reading the examples	The participation and daily, weekly and monthly exam

17-18	2 hours weekly	Essay organization	Parts and outlining a paragraph	Explanation and having a written assignment	The pa participation and daily, weekly and monthly exam
19-20	2 hours weekly	Opinion Essays	Organizing and having a concluding paragraphs	Explanation and having a written assignment	The pa participation and daily, weekly and monthly exam

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## 11. Course Evaluation

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

## 12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
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Main references (sources)	
---------------------------	--

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

Electronic References, Websites	
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### Curriculum skills chart

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General skills And qualifying Movable (Other skills related to employability and personal development)	Emotional and value goals	Objectives Skills For program	Objectives IDY H	Basic  Or optional	Course Name	Course Code	Year/level

<b>D4</b>	<b>D 3</b>	<b>D 2</b>	<b>D 1</b>	<b>C 4</b>	<b>C 3</b>	<b>C 2</b>	<b>C 1</b>	<b>B 4</b>	<b>B 3</b>	<b>B 2</b>	<b>B 1</b>	<b>A 4</b>	<b>A 3</b>	<b>A 2</b>	<b>A 1</b>				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	<b>Basic</b>	<b>Compre hension</b>	CMP263	<b>2016/2017 /The second phase</b>

## Course description form

### Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description.;

Tikrit University-College of Education for Human Sciences	81. Educational institution
Department of English Language	82. The section scientific/ Center
CMP263 Comprehension	83. Course name/code
Student attendance is essential	84. Available attendance forms
Second row	85. Semester/year
64	86. Number of study hours(total)
1/9/2016	87. Date this description was prepared
88. Course objectives	
This course aims to develop the student's abilities in comprehending the English language and developing his abilities in the four skills and using them in the English language and learning them using these skills, which are the skills of writing, reading, listening, understanding and speaking, and thus creating an image of students' understanding. Through it, the male or	



female student will be able to speak. And the use of the English language as writing or speech

#### 46. The outputs of the Established Teaching, learning and evaluation methods

##### A- No Cognitive goals

A1-memory Using the teaching of linguistic synonyms and antonyms

A2-Understanding: By explaining the methodological story and asking intellectual questions through which students' understanding is measured

A3-Application: After explaining the grammatical structures used; The student forms correct grammatical sentences

A4-Analysis: A grammatical sentence or phrase is presented and the student is asked to analyze it according to what he understood and learned from previous lectures, for example, returning the formula or grammatical structure to its basic components.

A5-Structure: The student is given abstract grammatical structures to form useful English sentences in a correct context

A6-Evaluation: The student is tested with quarterly and daily exams to find out the excellent individual differences and identify the weak students and their problems in order to intensify the effort and solve the problems of the majority of students to produce a better result.

##### B - Objectives Skills Yeh For Established.

B 1 -The student is familiar with grammatical forms and structures and how to use them in their correct contexts.

B2 -Make the student a good reader or above the good level

B3 –Developing students’ cognitive ability by understanding the stories in the curriculum and asking intellectual questions that stimulate this ability

B4-Developing the fundamental derivation of basic thought within the curriculum and even outside the curriculum

#### Teaching and learning methods

1. Giving lectures and explaining the uses of language in detail
2. After the detailed explanation and after creating a live picture of the lecture, questions are put on the pre-determined piece (assignment) and the students are made to discuss these questions.
3. Urging students to use the Internet
4. Urging students to write summaries of the required pieces, through which their competencies and understanding will be distinguished

#### Evaluation methods

Written tests, oral tests, notes and daily participation

#### C-Emotional and value goals

C1-Extracting the implicit value of each story in the curriculum and establishing it cognitively among students

C2-Using rhetorical phrases and proverbs in the English language in their contexts and comparing them in terms of their differences and similarities with the mother tongue (Arabic language)

C3-Providing examples of some verbs that can be used at the level of value organization (joins-Corrects - combines - arranges the importance of a particular phenomenon)

C4-Developing students’ inclinations and trends

#### Teaching and learning methods

1- Giving lectures (detailed explanation and clarification)

2- Self-learning method by supporting a learner-centered learning environment (individual - groups)

Evaluation methods

Written tests - daily tests - daily participation - completing daily duties - writing temporal formulas represented in sentences-Write a summary of the pieces

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

D1-Leadership and effective communication skills (time management)

D2-Understanding of any text presented to students

D3-Familiarity with the objectives of the educational curriculum

D4-Developing high skills and inculcating and motivating lower levels to raise their level.

47.Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Semester and final exams, daily assignments, and general questions	Lectures	English sentences according to form and function	Explaining and memorizing to students the types of sentences and their grade in the semester exam for the purpose of memorizing them	4	1-2
=	=	Punctuation	Teaching and training students to write in a proficient style. This requires teaching students punctuation and its methods.	4	3-4
=	=	1+2+3	Encouraging students and developing their reading and language level through: (1) reading the passage (2) knowing the meanings of words (3) understanding the passage after reading	6	5-6-7

			(4) Discuss the piece		
=	=	4+5+6	=	6	8-9-10
=	=	7+8+9	=	6	11-12-13
=	=	10+11+12	=	6	14-15-16
			Half year holiday		
=	=	13+14+15	=	6	17-18-19
=	=	16+17+18	=	6	20-21-22
=	=	19+20+21	=	6	23-24-25
=	=	22+23+24	=	6	26-27-28
=	=	25+26+27	=	6	30-31-32

48.Infrastructure	
Sixty Steps to Precis by LG Alexander	1- Required prescribed books
-Developing Skills (Part 2) LG Alexander -Grammar in use by R. Murphy - Rapid Review of English Grammar by J. Praninskas	2- Main references (sources)
Oxford Dictionary	Recommended books and references(Scientific journals, reports,...)
✓ -	B - Electronic references, Internet sites...

49.Course development plan
Conducting scientific competitions after dividing the students into two parts to develop the spirit of scientific competition among the students, and the final result will be of reliable quality in the future.



### Curriculum skills chart

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General skills And qualifying Movable (Other skills related to employability and personal development)				Emotional and value goals				Objectives Skills Yeh For program				Objectives IDY H				Basic Or optional	Course Name	Course Code	Year/level
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	Composition and	COM263	





## Course description form

### Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description.;

Tikrit University / College of Education for Human Sciences	89. Educational institution
Department of English Language	90. The sections scientific/ Center
COM263	91. Course name/code
Student attendance is an existing and essential matter, not distance learning	92. Available attendance forms
The second phase	93. Semester/year
64	94. Number of study hours(total)
1/29/2017	95. Date this description was prepared

#### 96. Course objectives

This course aims to give the student a complete idea of how to write compositions and texts through a study of the types of sentences and the basic principles of writing sentences and passages, and thus writing literary and scientific texts (descriptive and narrative). The main goal of this course is for the student to learn the English language through writing compositions. And texts, and by learning how to quote from books and references. It also aims to teach the student to rephrase texts quoted from

books and references in his own style and by using synonyms and terms that are equivalent to the original texts.

## 50. The outputs of the Established Teaching, learning and evaluation methods

### A- No Cognitive goals

A1-Memorization: It is to give the student a complete idea of the basic rules in writing composition in English as a foreign language.

A2-Comprehension: Examples of some verbs that can be used at the level of understanding (explains-Summarizes-pass-Explains-He distinguishes-It arranges, replaces, gives) and that the student learns the types of sentences and the most basic principles in writing sentences in English.

A3-Application: Examples of some verbs that can be used at the application level (fragment-He differentiates and recognizes-It is clear-He chooses-Detail) To apply the use of the English language through writing descriptive and narrative composition

A4-Analysis: The student recognizes the importance of using the English language in multiple contexts

A5- That the student knows how to classify-Collecting-He innovates-Design-He explains-Organize-Rearrange or organize-connects-check-Rewrites sentences and articles-Summarizes-Write a topic-Suggest )

A6- Evaluation: Examples of some verbs that can be used at the evaluation level (save-Lives-He gives his opinion-Judged-Decide-extract-get up-supports-To the extent that the student appreciates the importance of studying how to write composition in learning the basic principles of writing literary and scientific texts.

## B -Marathi goalsForprogram

B1 –Discuss with the student in a scientific manner everything related to the topic of language use through writing narrative and descriptive pieces, writing letters and e-mails.

B2 –Pushing the student to think critically and analytically through writing a work or any piece, whether literary or scientific

B3 - -The student learns how to write quotations from sources and books

B4- Teaching the student to rephrase the text in his own style, not in the writer’s style

## Teaching and learning methods

- 1- Giving lectures (explanation, clarification, and writing)
- 2- Using modern learning methods and the communicative method in teaching composition
- 3- Supporting self-education by supporting a learner-centered learning environment
- 4- Urging students to use the library as a means of learning
- 5- Discussion through holding panel discussions

## Evaluation methods

Written tests-Oral exams-Daily posts-Completing reports and assignments

C- Emotional and value goals. It is a set of goals that are concerned with building personality in its psychological aspects, as well as various abilities, starting from acceptance to excitement and the desire to learn. These goals can be summarized into the following levels:

C1-Reception and acceptance: Examples of some verbs that can be used at the reception level (pay attention - ask - listen - spring - recognize - show - choose - answer). The student listens to a lecture in English by participating in a discussion circle between the student and the teacher and among the students themselves.

C2-Response: Examples of some verbs that can be used at the response level (answers - goes along - feels - decides - helps - discusses - listens - participates) so that the student finds pleasure in reading and writing literary and scientific texts and descriptive and narrative texts.

C3-Value judgment: Examples of some verbs that can be used at the level of value judgment (initiate - highlight - work - propose - estimate) for the student to appreciate the role of composition and essay writing in learning English as a foreign language.

C4- Value organization: Examples of some verbs that can be used at the level of value organization (organize - correct - gather - arrange the importance of a particular phenomenon). The student should accept the value of learning speaking skills through communication and discussion among the students themselves during the lecture and encouraging them to speak English outside the lecture.

#### Teaching and learning methods

- 1- Giving lectures (explanation, clarification, and writing)
- 2- Using modern learning methods and the communicative method in teaching composition
- 3- Supporting self-education by supporting a learner-centered learning environment
- 4- Urging students to use the library as a means of learning
- 5- Discussion through holding panel discussions.

#### Evaluation methods

For written tests - oral tests - daily contributions - completing reports and assignments

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

D1-Effective leadership and communication skills

Dr2-Mastering the use of the English language, reading, writing, and applying the general concepts of the English language and literature

Dr3-The student's knowledge and memorization of some literary texts in the English language to enhance his general culture

D4- Developing the student's skills by focusing on some external influences that help him develop himself

51.Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Semester and final exams, daily assignments, general questions, and discussions	Lectures	Review of "how build a paragraph	Encouraging students to develop their reading and writing level by knowing how to build sentences and write pieces	2	the first
=	=	=	=	2	the second
=	=	The building up of a composition	=	2	the third
=	=	=	=	2	the fourth
=	=	Types of composition + 2 passages	=	2	Fifth
=	=	=	=	2	VI
=	=	Narrative composition + 2 passages	=	2	Seventh
=	=	=	=	2	VIII

=	=	Descriptive composition +2 passages	=	2	Ninth
=	=	=	=	2	The tenth
=	=	Discussion composition +2 passages	=	2	eleventh
=	=	=	=	2	twelveth
=	=	Letter writing +2 passages	=	2	Thirteenth
=	=	=	=	2	fourteenth
=	=	Paraphrasing + 2 passages	=	2	Fifteenth
=	=	=	=	2	sixteen
Half year holiday					
=	=	Note taking + 2 passages	=	2	seventeenth
=	=	=	=	2	eighteen
=	=	Précis and summary and + 2 passages	=	2	nineteenth
=	=	=	=	2	The twentieth
=	=	+2passages	=	2	21st
=	=	=	=	2	twenty tow
=	=	+ 2passages	=	2	twenty third



52.Infrastructure	
College composition	1- Required prescribed books
Fluency in English (new concept English) LG Alexander	2- Main references (sources)
nothing	Recommended books and references(Scientific journals, reports,...)
Nothing	B - Electronic references, Internet sites...

53.Course development plan
Using the prescribed visual and visual means we form daily and providing computers to each student to make him more self-reliant and holding scientific competitions with the rest of the colleges so that the curriculum includes the theoretical and scientific aspect and giving students the opportunity to write and publish their literary productions in magazines inside and outside the university.



### Curriculum skills chart

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General skills And qualifying Moveable (Other skills related to employability and personal development)				Emotional and value goals				Objectives Skills Yeh For program				Objectives IDY H				Basic Or optional	Course Name	Course Code	Year/level
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				

																		<b>Basic</b>	<b>Phonological system science</b>	<b>PH0252</b>	<b>2017/2016</b> <b>Second row</b>

## Course description form

### Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description.;

Tikrit University - College of Education for Humanities	97. Educational institution
Department of English Language	98. The sections scientific/ Center
phonological system science PHO252) English Phonetics and Phonology	99. Course name/code
Student attendance is essential	100. Available attendance forms
Second row	101. Semester/year
70	102. Number of study hours (total)
1/9/2016	103. Date this description was prepared

104. Course objectives

This course aims to encourage students to research, learn, and pronounce the sounds of the English language at the syllable and sentence levels, so that they realize that their vowel sounds are correct and close to those of a local speaker.

This is for the purpose of speaking and listening correctly in order to reach the meaning.

#### 54. The outputs of the Established Teaching, learning and evaluation methods

##### A- No Cognitive goals

A1- The ability to understand sounds in English.

A2- The ability to train and practice in the English language as much as possible.

A3- The ability to speak accurately in terms of pronunciation and sentence structure.

A4- The ability to distinguish sounds if there is assimilation or deletion in continuous speech.

A5- Ability to speak fluently.

A6- The ability to practice and express stress and intonation in the English language.

##### B - Objectives Skills Yeh For Established.

B 1 - The student must understand the phonetic foundations as well as the systems and how to use them in speaking.

B2 - The student must participate in the discussion

B3 - The student must practice orally and written in the sounds of the English language

B4- Students must understand their weaknesses and practice them in order to improve them

#### Teaching and learning methods

1. Using technological educational means for the purpose of facilitating the comprehension of the material, including explanation and discussion
2. Emphasis on the practical aspect and student participation in every lecture
3. Urging students to use the CDs prescribed for the subject or to listen to the English language on various sites on the Internet.

#### Evaluation methods

Written tests - oral tests - observation - daily training - completing assignments - completing practical assignments

#### C-Emotional and value goals

C1-The ability to receive and accept, for example: listen - focus - know-Share - practice

C2-The ability to make value judgments, for example: he takes the initiative-He works-It is suggested to encourage the student to participate and excel

C3-The ability to respond, for example, using some verbs (answers - agrees - decides - helps - discusses)

C4-Ability to organize values: Some examples used in value organization: (correct - organize - arrange) for the purpose of obtaining the best results in learning pronunciation and structure.

#### Teaching and learning methods

1. Using technological educational means for the purpose of facilitating the comprehension of the material, including explanation and discussion
2. Emphasis on the practical aspect and student participation in every lecture
3. Explanation and discussion. G. Making the student's participation the main focus of learning for the purpose of enhancing his understanding of the material.
4. Asking students to prepare different activities.

Evaluation methods

Written news - daily oral news - daily participation - preparing, writing, and discussing assignments

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

D1-Leadership and effective communication skills (time management - resources)

D2-Mastering the skill of speaking the English language

D3-Develop skills and gain experience through listening and speaking

D4-Using theoretical information and investing it in the practical aspect



55.Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Daily written and oral questions	Discussion and explanation	Introduction; Phonetics, phonology, segmental, suprasegmental relations	The student should be familiar with the basics of sound, sounds, and the science of the phonetic and syllabic systems	5	1-2
Questions and discussion	Use the blackboard and illustrative charts	Phoneme, description of phonemes, classification of sounds	Knowing the sound concept and how to describe and divide it	5	3-4
Questions and exercise	Use examples on the board	The syllable: strong and weak syllables Stress in simple words	Accurately identifying the audio clip and its types, strong and weak. Stress and how to use it	6	5-6-7
Questions , exercise and discussion	Use examples on the board and do an oral	Stress in complex words	Recognizing stress in English and the importance of placing it on strong syllables	6	8-9-10

	classroom exercise		in complex words		
Questions , exercise and discussion	Listen to audio CDs and try to imitate the speaker	Strong and Weak forms	Knowing the strong and weak syllables and how to distinguish between them	6	11-12-13
Questions , exercise and discussion	Determining the basic subject matter during guidance and writing on the board by the student with the assistance of the teacher	Problems in phonemic analysis: problems of analysis	Highlighting the difficulties and problems that the student and researcher will face in phonetic analysis	6	14-15-16
		Half-year vacation	Half year holiday		
Questions , exercise	Listen to audio CDs	Aspects of connected	Identifying aspects of	6	17-18-19

and discussion	and try to imitate the speaker	speech: rhythm, assimilation, elision, linking	connected speech and the importance of distinguishing sounds at the level of sentences and texts (conversations)		
Discussion, exercise and exam	Practicing, rehearsing, listening to discs, then analyzing and composing the sentences	Form and function of intonation	The student learns about the importance of the optimal use of intonation, and its role in changing and influencing meaning	6	20-21-22
Discussion, exercise and exam	Practicing, rehearsing, listening to the discs, then analyzing and composing the	Functions of intonation: grammatical, attitudinal, accentual, and discourse function of intonation	The student will be familiar with the function and structure of intonation in the English language from several aspects, including grammatical and rhetorical	6	23-24-25

	sentences individually and in groups				
Discussion, exercise and exam	Create various examples on the board to enhance understanding	The structure of intonation, and tone unit	The student will be familiar with the structure of intonation in the English language from a structural standpoint	6	26-27-28
Discussion, exercise and exam	Listen to the CDs, exercise, explain and work as a group	Geographical differences, tone languages	The student should be creative in discovering the difference between pronunciation among several dialects, according to the geographical area	6	29-30-31

56.Infrastructure	
English Phonetics and Phonology Peter Roach	1- Required prescribed books
An Introduction to the Pronunciation of English A C. Jimson	2- Main references (sources)
Phonology Lass Phonetics JD O'conor	Recommended books and references(Scientific journals, reports,...)
<a href="http://www.Booksee">www.Booksee</a>	B - Electronic references, Internet sites...

57.Course development plan
It is important to use an appendix to the present in which texts spoken by a local speaker are presented to enhance the student's practical aspect.



### Curriculum skills chart

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General skills And qualifying Moveable (Other skills related to employability and personal development)				Emotional and value goals				Objectives Skills Yeh For program				Objectives IDY H				Basic Or optional	Course Name	Course Code	Year/level
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	Short Story	SHS254	the second



## Course description form

### Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description.;

<b>Tikrit University - College of Education for Science Humanity</b>	1. Educational institution
<b>Department of English Language</b>	2. The sections scientific/ Center
<b>Short Story/SHS254</b>	3. Course name/code
<b>Student attendance is present and essential, not distance learning</b>	4. Available attendance forms
The second phase	5. Semester/year
96	6. Number of study hours(total)
1/9/2016	7. Date this description was prepared
<p>8. Course objectives</p> <p><b>This course aims to give the student a complete idea about short story. This was done through his study of a number of... Business the Anecdotal. A selection of English writers. That goal Basic. From this course, the student learns the English language through Business Literary Anecdotal.</b></p>	

9. The outputs of the Established Teaching, learning and evaluation methods

**A- Cognitive objectives:-**

**A1- Remembering : that I!The student knew literature Nonfiction English.**

**A2- Understanding : The student explains the types Literary the Anecdotal different Based on From clear monetary foundations.**

**A3- Application: The student applies the uses of the English language through literature Nonfiction.**

**A4- Analysis : For the student to recognize the importance of the uses of the English language in multiple contexts.**

**A5- Installation: The student should write an essay about one of the literary works. Anecdotal "In the language English.**

**A6- Calendar : For the student to appreciate the importance of studying literature Narrative In learning the English language.**

**B - The skills objectives of the course.**

**B 1 - For the student to discuss issues literature Narrative English on Basis Clear cash.**

**B2 - Discuss with the student scientifically everything Relates to the topic of using the English language through literature Narrative.**

**B3 - Pushing the student towards critical and analytical thinking.**

**B4- Urging the student to write reports and research in the field of this course.**

Teaching and learning methods

- 1. throw Lectures (explanation and clarification).**
- 2. Using technological educational aids as teaching aids (the movies Educational, electronic lecture).**
- 3. Self-learning method through my support and Learner-centred learning.**
- 4. Urging students to use the library as a learning method.**

Evaluation methods

**Written tests - oral tests - daily contributions - completing reports and assignments**

C-Emotional and value goals

**C1 - Reception and acceptance: The student listens to a lecture about the development of the English language through literature. Narrative.**

**C2 - Response: That the student finds pleasure in reading literary texts in the English language.**

**C3 - Value judgment: For the student to appreciate the role of literature Narrative In the field of learning the English language.**

**C4 - Value organization: For students to accept the value of learning the skill of speaking through literary dialogue in the text Literary.**

Teaching and learning methods

- 1. throw Lectures (explanation and clarification).**
- 2. Using technological educational aids as teaching aids (the movies Educational, electronic lecture).**
- 3. Self-learning method by supporting a learner-centered learning environment.**

**4. Asking the student to submit scientific reports and urging him to participate in scientific discussions.**

Evaluation methods

**Written tests - oral tests - daily contributions - completing reports and assignments**

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

**D1- Effective leadership and communication skills**

**D2- Mastering the use of the English language, reading, writing, and applying the general concepts of the English language and literature.**

**D3- The student's knowledge and memorization of some literary texts in the English language to enhance his general culture.**

**D4- Developing the student's skills by focusing on some external influences that help him develop himself.**

10. Course structure

<b>Evaluation method</b>	<b>Teaching method</b>	<b>Name of the unit/topic</b>	<b>Required learning outcomes</b>	<b>hours</b>	<b>the week</b>
questions and discussion	Lecture and explanation	Introduction to Narrative literature	The student should be familiar with the history of literature Narrative English constructive understanding the story The social function of art Nonfiction	3	1
questions and discussion	Lecture and explanation	life and works sake	The student learns about the life and works of the English writers sake	3	2
questions and discussion	Lecture and explanation	Introduction to (open window)	The student gets to know the story	3	3
questions and discussion Daily exam	Lecture and explanation offer ppt	Elements story (open window)	Understand and analyze elements the story	3	4
Exam the chapter the first (the exam the first))	Lecture-writing Notes (Read and analyze the text Literary)	The story of the Happy Prince	Understanding and analyzing text Literary, developing skills (listening, speaking, reading and writing)	12	5-8

questionsA nd discussion writing reports	Lecture- writing Notes  (Read and analyze the textLiterary)	The story of the black cat	Understanding and analyzing textLiterarydeveloping skills  (listening, speaking, reading and writing)	3	9-10
questionsA nd discussion writing reports	Lecture- writing Notes  (Read and analyze the textLiterary)	Dollhouse story	Understanding and analyzing textLiterarydeveloping skills  (listening, speaking, reading and writing)	12	11- 13
Discussion and analysis	Lecture- writing Notes  (Read and analyze the textLiterary)	Story (The Cat in the Rain)	Understanding and analyzing textLiterarydeveloping skills  (listening, speaking, reading and writing)	3	14
Examthe chapterthe first  ((Second exam))	lecture- Discussion - Analysis  an offerppt	General Review (story collection)	Ability to critically analyze	6	15- 16
Half year holiday					
Oral questionsA nd discussion	Lecture and explanation	Introduction toWriter's life	The student gets to knowWriter of the story The Sheikh and the Sea	3	17

Oral questions and discussion	an offerppt	Elements AFor a story	Understand and analyze The story of the old man and the sea	3	18
Oral and written tests	Lecture - writing notes (Read and analyze the textLiterary)	The story of the old man and the sea	Understanding and analyzing textLiterary Developing skills (listening, speaking, reading and writing)	15	19-23
Discussion and analysis	Show an educational film	Visible	Develop listening, comprehension and analysis skills	3	24
Second semester exam ((the examthe first))	Lecture - discussion - analysis	The story of the old man and the sea	Remembering skills Developing skills (listening, speaking, reading and writing)	3	25
questionsA and discussion	Discussion- Analysis of the literary text	The story of the old man and the sea	Understanding and analyzing textLiterarydeveloping skills (listening, speaking, reading and writing)	3	26
Second semester exam	Lecture - writing notes	The story of the old man and the sea / general review	Understanding and analyzing textLiterary Developing skills	18	27-32

(second exam)	(Read and analyze the textLiterary)		(listening, speaking, reading and writing)		
---------------	-------------------------------------	--	--	--	--

11. Infrastructure	
<b>1. A Book of short stories</b> <b>2. The old man and the sea</b> <b>3.</b>	1- Required prescribed books
1-Hemingway by Stewart Sanderson 2-American writer as Artist by Carlos Baker 3-cavalcade of American Novel by Edward Wagenknecht	2- Main references (sources)
<a href="http://www.academicjournals.org/">http://www.academicjournals.org/</a>	Recommended books and references(Scientific journals, reports,...)
<b>www.cliffsnotes.com</b> <b>www.sparknotes.com</b>	B - Electronic references, Internet sites...

12. Course development plan
nothing







### Curriculum skills chart

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General skills And qualifying Moveable (Other skills related to employability and personal development)				Emotional and value goals				Objectives Skills Yeh For program				Objectives IDY H				Basic Or optional	Course Name	Course Code	Year/level
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				

√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	√	Basic	conversa tion	CON227	the second



## Course description form

### Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description.;

Tikrit University-College of Education for Human Sciences	105. Educational institution
to divide English	106. The sections scientific/ Center
Conversation/CON 227	107. Course name/code
Student attendance is an existing and essential matter, not distance learning	108. Available attendance forms
The second phase	109. Semester/year
64	110. Number of study hours(total)
1/31/2017	111. Date this description was prepared
112. Course objectives Conversation course(2) Interchange Third Edition It aims to give the student many and varied areas of learning the English language, which helps the student develop his level of the English language through the various aspects included in the course ((Topics, Functions, Grammar.)	

The main goal of this course is for the student to learn the four skills (listening, speaking, reading, and writing), in addition to vocabulary and pronunciation.

#### 9- The outputs of the Established Teaching, learning and evaluation methods

##### A- NoCognitive objectives for conversation material

A1-Remembering: At the level of remembering, the student must:

- ❖ The student recalls the vocabulary required to be used within each topic
- ❖ Recall the ideas used in each topic
- ❖ He has knowledge of the uses of different verbs

A2-Understanding: The student must

- ❖ Organize ideas within each topic
- ❖ Elicits the use of different expressions from conversations within each topic
- ❖ Gives diverse ideas within the topic of each unit
- ❖ Explain the use of the grammatical rules mentioned within each unit

A3-Application: The student must

- ❖ Applies grammar rules in conversation within each topic (unit)

- ❖ Produces multiple ideas within a topic (unit)
- ❖ Prepare various conversational uses of grammar rules in each unit

A4-Analysis: The student must

- ❖ Distinguishes the use of tenses within the topic of conversation
- ❖ He chooses the form of the verb according to the tense and the subject
- ❖ It details the expressions used within each topic
- ❖ Recognizes the importance of choosing the idea and grammatical rules in different contexts

A5-Installation: The student must

- ❖ Combines various verbal rules in conversations
- ❖ Rearranges sentences according to specific grammatical rules
- ❖ Organizes different talks on various topics
- ❖ Rewrites conversations in a new way
- ❖ Connects the ideas of each topic with grammatical rules in writing a specific activity
- ❖ Connects topic ideas within course units
- ❖ Writes a conversation or description of a place, person or thing in a text message, email or article

A6-Evaluation: The student must

- ❖ He expresses his opinion on various topics and in different ways
- ❖ He appreciates the importance of conversation material in developing his English language
- ❖ He is creative in devising ways to talk about various topics.

B -ObjectivesSkillsYehForEstablished.

B 1 -The student discusses the different ideas in the course units

B2 –Discuss with the student in a scientific manner everything related to the use of English grammar in conversations

B3 –Pushing the student toward creative thinking in formulating conversations

Teaching and learning methods

1. Giving lectures (explanation and clarification)



2. Using technological educational aids as teaching aids
3. Learner-centered self-education method
4. Urging the student to use the library and electronic dictionaries

#### Evaluation methods

Written tests, oral tests, daily contributions, completing assignments

#### C-Emotional and value goals

C1-Reception and acceptance: The student must

- ❖ Listens to the lecture effectively
- ❖ Pays attention to the sequence of ideas within each topic and interacts with them
- ❖ Asks about the various ways to use different expressions

C2-Response: The student must

- ❖ Answers various questions in conversations
- ❖ The student feels pleasure in watching and listening to conversations
- ❖ The student participates in conversations within the topic of each unit

C3-Value judgment: The student must

- ❖ Appreciates the importance of each topic and its interconnection with other topics
- ❖ Suggests different uses of expressions for each topic

C4-Value organization: The student must

- ❖ Combines ideas from different topics to formulate a new conversation

❖ Appreciates the value of learning speaking skills through the conversations in the course

### **Teaching and learning methods**

1. Giving lectures (explanation and clarification).
2. Using technological educational means as teaching aids (hearing conversations via CD, Use Data Show Projector).
3. Self-education method by supporting a learner-centered learning environment.
4. Urging the student to use some educational discs and use the library as a learning method

### **Evaluation methods**

Written tests, oral tests, daily contributions, completing assignments

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

D1-Mastering the use of the English language through the four skills of speaking, listening, reading and writing

D2-Mastering the use of different grammatical rules in course topics

D3-We teach a lot of vocabulary in addition to pronunciation

D4-Developing student skills through focus On some external influences that help in developing himself

58.Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Questions and discussion	Lecture and explanation  Listen to conversations on discs	<b>Time to remember: people, childhood, memories</b>	<p><b>talk:</b>The student must have the ability to remember things that happened in the past or personal informationHis own</p> <p><b>the rules:</b>To have the ability to formulateSentences with the simple past and how to use the termused to</p> <p><b>Listening:</b>Listening to situations that happened to people in the past tense.</p> <p><b>Writing and reading:</b> To have the ability to request personal information by writing questions. Reading about common nouns</p>	2	1
Questions and discussion <b>Progress check.</b>	Lecture and explanation  Listen to the conversations on the CD	<b>Unit 2: Caught in the rush</b>  Transportation, transportation problem, city services.	<p><b>talking:</b> To have the ability to describeMeans of transportation and transportation problems that confront him in his life</p> <p><b>Grammar:</b> To have the ability to formulate sentences and questions about countable and uncountable nouns</p>	2	2-3

			<p><b>Listening:</b> Learn how to stress syllables by listening to descriptions of common means and problems of transportation.</p> <p><b>Writing and reading:</b> Learn to write a personal biography. Reading about transportation and its general problems.</p>		
Questions and discussion	<p>Lecture and explanation</p> <p>Listen to the conversations on the CD</p>	<p><b>Unit 3:</b></p> <p><b>Time for change.</b></p> <p>Houses and apartment, life style changes, wishes</p>	<p><b>talking:</b> The ability to Discuss the difference between apartments and houses in many aspects and highlight the pros and cons of each</p> <p><b>Grammar:</b> To have the ability to Distinguish between degrees of measurement and degrees of comparison</p> <p><b>Listening:</b> Learn how to tighten sentences by listening to a conversation between a group of individuals discussing clothing choices.</p> <p><b>Writing and reading:</b> Write a price comparison between different apartments and houses. Reading about online shopping</p>	4	4-5

<p>Questions and discussion Progress check.</p>	<p>Lecture and explanation  Listen to the conversations on the CD</p>	<p><b>Unit 4:</b>  I have never heard about that  Food, cooking, instructions, recipe</p>	<p><b>talking:</b> To have the ability to talk about aTypes of food and meals, especially local ones.  <b>Grammar:</b>To have the ability toDistinguish between how to use the simple past and the past perfect  <b>Listening:</b> Learn the tone of voice in Sentences by listening to ways to teach some healthy diets  <b>Writing and reading :</b>We know how to make a meal</p>	4	6-7
<p>Questions and discussion</p>	<p>Lecture and explanation  Listen to the conversations on the CD</p>	<p><b>Unit 5:</b>  Going places</p>	<p><b>Speaking:</b> Talking about how to travel from one region to another and how to spend a vacation  <b>Grammar:</b> Using the future tense in the formgoing to</p>	4	8-9
<p>Questions and discussion Progress check.</p>	<p>Lecture and explanation  Listen to the conversations</p>	<p><b>Unit 6:</b>  <b>OK no problem</b>  Complaints, household, excuse</p>	<p><b>talking:</b>The student must have the ability to write and describe the way in which one person apologizes or asks permission from another  <b>Grammar:</b> The student will be familiar with using adverbs of repetition, formulating</p>	4	10-11

	tions on the CD		<p>questions with short answers (Yes, No questions), using toolsaTo questionhow long, how often, how well, and how good</p> <p><b>Listening:</b>Tone of voice in direct speech</p> <p><b>Writing and reading</b> :Writing about formal and informal application method</p>		
Questions and discussion	<p>Lecture and explanation</p> <p>Listen to the conversations on the CD</p>	<p><b>Unit 7:</b></p> <p><b>What is this for</b></p>	<p><b>talking:</b> The student will learn to talk about previous and subsequent inventions that appear in the world.</p> <p><b>Grammar:</b>To have the ability to use the simple past tense to formulate sentences and questions with short answers (Yes, No questions) and B questions Wh. And standard and non-standard verbs, in addition to the past tense verbs.</p> <p>Listening: Listening to radio text and other inventions</p> <p><b>Writing and reading</b> :Writing about</p> <p>Read about the typesInventionsdifferent.</p>	4	12-13

<p>Questions and discussion Progress check.</p>	<p>Lecture and explanation Listen to the conversations on the CD</p>	<p><b>Unit 8:</b> <b>Let celebrate</b> Holidays, festivals, customs, celebration. .</p>	<p><b>talking:</b> To have the ability to mention and describe all the events that the country is going through. <b>Grammar:</b> Empowering the student with the ability to use both before, after and when <b>Listening:</b> Listening to an audio text about a carnival in the country <b>Writing and reading:</b> Write a free text about the most important carnivals that take place in the country</p>	4	14
Half year holiday					
<p>Questions and discussion</p>	<p>Lecture and explanation Listen to the conversations on the CD</p>	<p><b>Unit 9:</b> <b>Back to the future:</b> Life in the past, present, and future, change contrast</p>	<p><b>talking:</b> The student will learn and be able to describe the changes taking place in the country <b>Grammar:</b> That the student knows how to formulate sentences containing if <b>Listening:</b> Listening to a group of people describing many of the changes taking place in the country <b>Writing and reading:</b> Learn how to write a comparison</p>	4	15

			between things in the past and things in the present		
Questions and discussion Progress check.	Lecture and explanation  Listen to the conversations on the CD	<b>Unit 10:</b>  I don't like working weekend abilities and skills about jobs preference	<b>talking:</b> The student must complete a description of the ability and ability to work on holidays  <b>Grammar:</b> Use short sentences and phrases usingbecause  <b>Listening:</b> Listen and learn how to pronounce bothAndThrough texts related to the chapter title  <b>Writing and reading:</b> Writing a business letter from one person to another person	4	16-17
Questions and discussion	Lecture and explanation  Listen to the conversa	<b>Unit 11:</b>  IT is really worth seeing :landmark and monuments world knowledge	<b>talking:</b> The student learns to talk about describing and how to ask about special experiences that occurred in the past.  <b>Grammar:</b> The student learns to useThe passive voice with	4	18



	tions on the CD		the past tense and with the simple present tense.  <b>Listening:</b> Listen to a text about experiences or events that happen to a person  <b>Writing and reading:</b> Learn how to write an article about a distinctive museum in the country or city		
Questions and discussion <b>Progress check.</b>	Lecture and explanation  Listen to the conversations on the CD	<b>Unit 12:</b>  <b>It could happen to you</b>  Information about someone's past.	<b>talking:</b> The student learns to talk about information about a person that happened to him in the past  <b>Grammar:</b> The student learns to use the present simple and the present continuous  <b>Listening:</b> Listening to a group of people talking about their recent experiences in life  <b>Writing and reading:</b> Writing a short story centered around childhood	4	19-20
Questions and discussion	Lecture and explanation  Listen to the	<b>Unit 13:</b>  <b>So that's what it means!</b>	<b>talking:</b> The student must have the ability to express his opinion about stories, books, actors, cinema, and other things.  <b>Grammar:</b> Relative clauses.	4	21-22

	conversations on the CD		<p><b>Listening:</b>To listen to a text about the meaning of signs.</p> <p><b>Writing and reading:</b>The student will learn to write an interview with a film actor.</p>		
Questions and discussion  <b>Progress check.</b>	Lecture and explanation  Listen to the talks on the CD	<p><b>Unit 14:</b> <b>So that's what it means:</b>  <b>Nonverbal communication, gesture, and meanings</b></p>	<p><b>talking:</b> The student learns to talk about how to describe his language to another person and also learn to describe sign language</p> <p><b>Grammar:</b> The student learns about the types of auxiliary verbs and how to use each of them</p> <p><b>Listening:</b>Listening to a group of people talking about sign language</p> <p><b>Writing and reading:</b>Learn how to write an essay about how signs are used to understand a language</p>	4	23-24
Questions and discussion	Lecture and explanation  Listen to the conversation	<p><b>Unit 15:</b> <b>What would you do?</b>  Money, hopes, predicaments</p>	<p><b>talking:</b>The student must have the ability to talk about future plans and wishes that he hopes to achieve</p> <p><b>Writing and reading:</b> The student learns to write about the things he hopes to achieve in the future</p>		25-26

	tions on the CD			
Questions and discussion  <b>Progress check.</b>	Lecture and explanation  Listen to the conversations on the CD	<b>Unit 16:</b> <b>What's your excuse?</b>  Request,excuses,invitation	<b>talking:</b> The student must have the ability to exchange words in a formal and informal manner and to present invitations to any occasion  <b>Grammar:</b> The student learns to describe changes using the present, past, and present perfect tenses, in addition to comparison and verb+ infinitive  <b>Listening:</b> To learn to pronounce vowel sounds/ou/ And/Λ/  <b>Writing and reading:</b> The student writes a proposal for a class party. Reading about goals and priorities.	27-28

59.Infrastructure	
Interchange Third Edition No. (1): student's book, WorkBook.	1- Required prescribed books
Electronic dictionaries	2- Main references (sources)
	Recommended books and references(Scientific journals, reports,...)
	B - Electronic references, Internet sites...

60.Course development plan
<p>He prepares the conversation courseInterchange Third Edition No. (1):In the first phase prepared by the University of Cambridge, there is a curriculum rich with various information on multiple aspects of using the English language. This course requires more time than is allocated to it in the department, in addition to the presence of a specific number of students so that the teaching staff can better provide information and train students on it.</p>



### Curriculum skills chart

**Please put Signal In the boxes corresponding to the individual learning outcomes from the program being assessed**

**Learning outcomes required from the programme**

General skills And qualifying Moveable (Other skills related to employability and personal development)				Emotional and value goals				Objectives Skills Yeh For program				Objectives IDY H				Basic Or optional	Course Name	Course Code	Year/level
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				
✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	✓	Basic	a play	DRM246	

																			<b>The second phase</b>

## Course description form

### Course description

This course description provides a summary of the most important characteristics of the course and the learning outcomes that the student is expected to achieve, demonstrating whether he or she has made the most of the opportunities. Learning Available. It must be linked to the program description.;

Tikrit University-College of Education for Human Sciences	113. Educational institution
Department of English Language	114. The section scientific Center
Drama/ DRM 246	115. Course name/code
Student attendance is essential	116. Available attendance forms
The second phase	117. Semester/year
90 hours	118. Number of study hours (total)
1/9/2016	119. Date this description was prepared
120. Course objectives	
<p>The second stage course aims to introduce the student to the most important elements of theater, its types and origins. It also includes giving the student an idea about English and Irish literature and the difference between a five-act play and a one-act play. The main goal is for the student to learn the English</p>	



language through theatrical works, as well as to learn about the cultures of European societies through theatre.

## 61. The outputs of the Established Teaching, learning and evaluation methods

### a-Cognitive objectives:

A1-Remembering: The student should remember that the goal of studying theater in the English language is a way for him to learn the language in addition to getting to know other cultures.

A2-Understanding: The student should understand the types of English theatre.

A3-Application: The student applies the rules of the English language in describing and explaining the events presented in the play to enhance speaking skills through theatrical literature.

A4-Analysis: The student analyzes the theatrical text using language through his imagination and the events in the theatrical text.

A5-Composition: The student writes a short report on one of the literary works related to theater in the English language.

a6- Evaluation: For the student to reach a judgment on how much he has learned and benefited from the English language through theatrical literature.

B -ObjectivesSkillsYehForEstablished.

B1- Giving lectures (reading the theatrical text with explanation and clarification)

B2- Using technological educational means as teaching aids (educational films, electronic lectures).

B3- Self-learning method, by supporting a learner-centered learning environment.

B4- Urging the student to use the library or the Internet as one of the learning methods.

#### Teaching and learning methods

1- Giving lectures (reading the theatrical text with explanation and clarification)

2- Using technological educational means as teaching aids (educational films, electronic lectures).

3- Self-learning method by supporting a learner-centered learning environment.

4- Urging the student to use the library or the Internet as one of the learning methods.

#### Evaluation methods

Written tests - oral tests - daily contributions - completing reports and assignments.

C- Emotional and value-based goals: It is a group of goals that are concerned with building personality in its psychological aspects. It also concerns various abilities and starts from acceptance to excitement and the desire to learn. These goals can be summarized into the following levels:

C1-Reception and acceptance: Examples of some verbs that can be used at the reception level: (pay attention - ask - listen - follow - recognize - show - choose - answer).

The student should pay attention to the development of the English language through theatrical literature.

C2-Response: Examples of some verbs that can be used at the response level: (answers - goes along - feels - decides - helps - discusses - hears - involves).

That the student finds pleasure in reading literary texts in the English language.

C3-Value judgment (judgment in light of value): Examples of some verbs that can be used at the level of value judgment: (initiates - highlights - works - proposes - estimates).

For the student to understand the role of dramatic literature in the field of learning the English language.

C4- Value organization: Examples of some verbs that can be used at the level of value organization: (organizes - corrects - combines - arranges the importance of a particular phenomenon).

For students to accept the value of learning the skill of speaking through literary dialogue in the theatrical text.

### Teaching and learning methods

- 1- Giving lectures (reading the theatrical text with explanation and clarification)
- 2- Using technological educational means as teaching aids (educational films, electronic lectures).
- 3- Self-learning method by supporting a learner-centered learning environment.
- 4- Urging the student to participate in scientific discussions.

### Evaluation methods

Written tests - oral tests - daily contributions - completing reports and assignments.

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

D1-Effective leadership and communication skills.

D2-Mastering the use of the English language, reading, writing, and applying general concepts of the English language and its literature.

D3-Urging the student to memorize some literary texts to enhance his general culture.

D4-Urging the student to watch educational plays and films about theater to develop the English language.

Teaching and learning methods

- 1- Giving lectures (reading the theatrical text with explanation and clarification)
- 2- Using technological educational means as teaching aids (educational films, electronic lectures).
- 3- Self-learning method by supporting a learner-centered learning environment.
- 4- Urging the student to participate in scientific discussions.

Evaluation methods

Reviewing the student's creative texts - oral exams - completing reports

62.Course structure

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Questions and discussion	Lecturers and explanations	Introduction to English theater and the elements of the play	The student should be familiar with the history of English theatrical literature/elements of the play/types of theatre	6	1-2
Questions and discussion	Lecturers and explanations	The life and works of the playwright Christopher Marlowe/ Introduction to Doctor Faustus	The student gets to know the life of the playwright Christopher Marlowe- With an introduction to the play Doctor Faustus	3	3
Discussion and analysis	Show an educational film	Doctor Faustus: Visible	Develop the skill of listening, understanding and analysis	3	4
First semester exam	Lecture: Writing Notes	Doctor Faustus Chapter	Understanding and analyzing literary text,	12	5-8

(first exam)	(Reading and Analyzing Literary Text)	(first and second)	developing skills (listening, speaking, reading and writing)		
Questions and discussion	Lecture: Writing Notes (Reading and Analyzing Literary Text)	Doctor Faustus Chapter III)	Understanding and analyzing literary text, developing skills (listening, speaking, reading and writing)	3	9
Questions and discussion	Lecture: Writing Notes (Reading and Analyzing Literary Text)	Doctor Faustus Chapter (four and five)	Understanding and analyzing literary text, developing skills (listening, speaking, reading and writing)	12	10-13
Questions and discussion	analysis	review Doctor Faustus	Understand the text fully	3	14
First semester exam (second exam)	Lecture: Writing notes	Text analysis	Apply analysis skills to the elements of the play Doctor Faustus	6	15-16

Half year holiday

Questions and discussion	Power pointPPT	Introduction to modern theatre	The student learns the difference between the five-act play and the one-act play	3	17
Questions and discussion	Lecture: Writing Notes (Reading and Analyzing Literary Text)	Reading and analyzing the theatrical text	The student learns about the life of the Irish writer JM Synge a playRiders to the Sea	6	18-19
Discussion and analysis/ Second semester exam (first exam)	Show an educational film	Riders to the Sea Visible	Understanding and analyzing literary text, developing skills (listening, speaking, reading and writing)	6	20-21
Questions and discussion	Lecture: Writing Notes (Reading and	Reading and analyzing the theatrical text	The student learns about the life of the Swedish	6	22-23



	Analyzing Literary Text)		writerAugust Strindberg And a play The Stronger		
Discussion and analysis	Show an educational film	The Stronger Visible	Understanding and analyzing literary text, developing skills (listening, speaking, reading and writing)	3	23
Questions and discussion	Lecture: Writing Notes (Reading and Analyzing Literary Text)	Reading and analyzing the theatrical text	The student learns about the life of the Irish writerSamuel Beckett And his play Act without words	6	24-25
Discussion and analysis/ Second semester exam (second exam)	Show an educational film	Act without words Visible	Understanding and analyzing literary text, developing skills (listening, speaking, reading and writing)	6	26-27
Questions and	Lecture - discussion	Doctor Faustus-	Analysis, comparison and	9	28-30

discussion	n - analysis - presentationPPT	Riders to the Sea- The Stronger- Act without words	criticism of the first act play and the second act plays		
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63.Infrastructure	
Doctor Faustus: Christopher Marlowe One Act Play: 1- Riders to the Sea by JMSyngel 2-The Stronger by August Strindberg 3-Act without Words by Samuel Beckett	1- Required prescribed books
English literature	2- Main references (sources)
	Recommended books and references(Scientific journals, reports,...)
<a href="http://www.sparknotes.com">www.sparknotes.com</a> <a href="http://www.cliffnotes.com">www.cliffnotes.com</a>	B - Electronic references, Internet sites...

64.Course development plan
It is necessary to find a theater at the university because it helps the student more understand theatrical literature and encourages him to develop the skill

of reading and speaking in English. It also gives him the ability to develop himself and break the fear factor that foreign language learners possess.

### Curriculum skills chart

**Please check the boxes corresponding to the individual learning outcomes from the program subject to evaluation**

**Learning outcomes required from the programme**

General skills And qualifying Moveable (Other skills related to employability and personal development)				Emotional and value goals				Objectives Skills Yeh For program				Objectives IDY H				Basic Or optional	Course Name	Course Code	Year/level
D4	D3	D2	D1	C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1				

## Course description form

### Course description

**For the first semester:** Morphology in the English language  
 Semester  
 With a quick review  
 For levels of language analysis  
 Then progress towards identification, classification and distribution  
 Add-ons in English. Internal structure of the word, analysis  
 Break the word down into its basic parts; Word types, formation process  
 the word  
 And expenses  
 Nouns, verbs and adjectives. For parts of speech including the form and structure of classes.

**Second Semester:** Sentence structure in the English language  
 identification  
 the students  
 With sites and jobs  
 Noun and verb phrases, and basic sentence patterns.

College of Education for Human Sciences	121. Educational institution
English	122. The sections scientific/ Center
<b>GRM251 Grammar</b>	123. Course name/code
3 hours a week	124. Available attendance forms
2016-2017	125. Semester/year
120	126. Number of study hours (total)
1/26/2017	127. Date this description was prepared
Course objectives 1. Definition of the student With knowledge of morphology.	

- . 2. Definition of the student How to chKYl words in the English language
- . 3. Definition of the student With grammatical models for parts of speech in English
- . 4. identification Students about Noun phrase And the actual sentence in detail.
- . 5. The student introduces the basic sentence patterns in the English language.

#### 65. The outputs of the Established Teaching, learning and evaluation methods

- Cognitive objectives- Identify and use the basic parts of a sentence in the English language
- . - Analyzing English words and sentences into their components
- - Identify and use nouns and pronouns correctly. -
- Learn the difference between tense And time And aspect

- B -Objectives Skills Yeh For Established.
- to be the demandable to use Syntax additions And derivation in English correctly.
- And to be Able to analyze words into their components the basic.
- . It is expected that He is able To form English sentences in a way correct According to wholesale patterns that They studied Had during Semester.

#### Teaching and learning methods

1. Cooperative education
2. Solve problems

3. Dialogical methods

4. Methods based on discussion and dialogue.

5. Methods based on e-learning

Evaluation methods

أ. (50) The grade of endeavor, including the student's monthly and written tests, the student's active attendance and participation in the course of the lesson and other extracurricular activities.

ب. (50) Final written test score

C-Emotional and value goals

C1-Ensure that the student completes his assignments on time

C2-Participation in the hall and highlighting the importance of daily attendance.

C3-Positive interaction with students to complete assignments and act responsibly

Teaching and learning methods

1. Through lectures and presentation of theoretical rules.

2. Training students to write on the board

3. Discuss homework mistakes

Evaluation methods

1. Class participation

2. Rapid exams.

3. Homework 4. Monthly exams and the end of the academic year

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

D1-Get the student used to submitting the assignment at the scheduled time.

D2-Be careful not to repeat spelling and theoretical errors.

D3-Developing communication skills with others and encouraging team spirit

D4-Using the Internet to complete homework.



66.Course structure					
Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Levels of Analysis	Recognizing the levels of language analysis	3 weekly	1-10-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	What is Phonology?	Learn about the science of the phonetic system	3 weekly	8-10-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	What is Morphology?	Learn about morphology	3 weekly	10-15-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	What is Syntax?	Learn about grammar	3 weekly	10-22-2016
The student's active presence and	Discussion, dialogue	Morphemes: Classification: free	Identify and diagnose	3 weekly	10-29-2016

participation in the course of the lesson	and presentation	morphemes, bound morphemes	types ((morphem		
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Bases; affixes: prefixes, suffixes, infixes	Use additives correctly	3 weekly	11-5-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Paradigms: nouns, verbs, etc.	Identify the additions for each part of speech	3 weekly	11-12-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Word Formation Processes:	The ability to analyze words into their main parts	3 weekly	11-19-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	The ability to analyze words into their main parts	3 weekly	11-26-2016
The student's active presence and participation	Discussion, dialogue and	Noun Paradigm: plural & possessive	Identify the types of ownership forms	3 weekly	3-12-2016

in the course of the lesson	presentation				
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	The Verb Paradigm	Use verb conjugations correctly	3 weekly	10-12-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	The Comparable Paradigm	Ability to use comparative and superlative forms	3 weekly	12-17-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Parts of Speech Structure Classes	Identify the functional parts of speech	3 weekly	12-24-2016
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Pronouns: personal, interrogative, relative	Identify the types of pronouns in the English language	3 weekly	12-31-2016
The student's active presence and participation	Discussion, dialogue and	Noun Phrases	Identify noun phrases	3 weekly	2-17-2017

in the course of the lesson	presentation				
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	Identify noun phrases	3 weekly	2-24-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	Identify noun phrases	3 weekly	2-3-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Verb Phrases	Recognize phrasal verbs	3 weekly	9-3-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	Recognize phrasal verbs	3 weekly	3-16-2017
The student's active presence and participation	Discussion, dialogue and	=	Recognize phrasal verbs	3 weekly	3-23-2017

in the course of the lesson	presentation				
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Basic Sentence Patterns <sup>1</sup>	Identify basic sentence patterns	3 weekly	3-30-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	Identify basic sentence patterns	3 weekly	6-4-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	=	Identify basic sentence patterns	3 weekly	4-13-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Modes of Classification: Form, Function, position	The ability to analyze a word according to its structure, function and position in the sentence.	3 weekly	4-20-2017
The student's active presence and participation	Discussion, dialogue and	Parts of Speech: positional	The ability to analyze a word according to	3 weekly	4-27-2017

in the course of the lesson	presentation	Classes: Nominal	its structure, function and position in the sentence.		
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Verbals	The ability to analyze a word according to its structure, function and position in the sentence.	3 weekly	4-5-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Adjectivals	The ability to analyze a word according to its structure, function and position in the sentence.	3 weekly	11-5-2017
The student's active presence and participation in the course of the lesson	Discussion, dialogue and presentation	Adverbials	The ability to analyze a word according to its structure, function and position in the sentence.	3 weekly	18-5-2017

67. Infrastructure	
Stageberg, N., <i>An Introductory English Grammar</i> , Holt, Rinehart & Winston, 1982.	1- Required prescribed books
<b><i>A Student's Grammar of English Language</i></b> (1990.) by S. Greenbaum and R. Quirk. London: Longman.	2- Main references (sources)
<b><i>A Comprehensive Grammar of English Language</i></b> .1985. by R. Quirk, S. Greenbaum, G. Leech, and J. Svartvik. London: Longman	Recommended books and references (Scientific journals, reports,...)
www.bbc.new.com	B - Electronic references, Internet sites...

68. Course development plan	
<ul style="list-style-type: none"> <li>- Expanding laboratories and classrooms equipped with modern teaching aids, including interactive whiteboards, English language laboratories, and projectors.</li> <li>- Openness to websites that provide a virtual class that communicates with its students and the possibility of presenting scientific material for the next lecture.</li> </ul>	

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## **Introduction:**

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

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Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

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**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

## **Academic Program Description Form**

**University Name: Tikrit**

**Faculty/Institute: college of education for humanities**

**Scientific Department: English Department**

**Academic or Professional Program Name: Select Readings 2<sup>nd</sup> year**

**Final Certificate Name: Master of Arts in English Language and Linguistics**

**Academic System; Annual**

**Description Preparation Date:**

**File Completion Date;**

**1-10-2023**

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

**Approval of the Dean**

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## 1. Program Vision

The English Department aspires to achieve leadership in the field of teaching the English language, as the English language is a language that communicates between peoples and represents a window for communication with peoples' cultures and civilizations. To contribute to building a knowledge society and transferring science and technology

## 2. Program Mission

The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language and literature in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified, and responsible citizens.

## 3. Program Objectives

The main goal of the department is to prepare academically qualified teachers to teach English in middle and high schools, thus contributing to the development of society. • Preparing a graduate proficient in the four skills: comprehension, speaking, reading and writing in English. • Preparing an educational and pedagogical staff familiar with the latest language teaching methods and learning strategies. • Highly qualifying students to continue in postgraduate programmes. • The department seeks to establish communication channels and areas of cooperation with similar departments in other universities. • Developing literary taste, aesthetic sense, and artistic appreciation in students through studying different models of poetic, prose, and novel texts, linguistics, and translation. • The department tries to advance the scientific level of faculty members by motivating professors to conduct research and follow up on scientific conferences and developments in scientific research, both at the level of English language and literature.

## 4. Program Accreditation

5. Other external influences
Is there a sponsor for the program?

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<b>6 Program Structure</b>				
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Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
Annually		Select readings 2 <sup>nd</sup> year	theoretical	practical
			2 hours weekly	
Learning Outcomes 2		Learning Outcomes Statement 2		
Learning Outcomes 3		Learning Outcomes Statement 3		

8-Expected learning outcomes of the program

Knowledge

- help student to understand and comprehends the reading passages
- to learn vocabularies of each passage and their meaning
- learning how to pronounce the new vocabularies in the correct way .
- Learning confusing words and to distinguish them .

Skill

- to enable the student to understand meaning of vocabularies through the context .
- enable the student to read the selected passage in the correct way .
- enable the students to memorize synonyms and antonyms of words and their pronunciation .
- enable the students to answer the questions of the passage .
- enable the students to summarize and paraphrase the passages .

Ethics

- 1- Urging the student to pay attention to scientific subjects related to the language and make the subject beloved to him
- 2- Developing his values, beliefs ,inclinations and confident .
- 3- Developing students' attitudes according to the branches of linguistics

9. Teaching and Learning Strategies

- Student participation inside the classroom -Homework and detailed explanation by the professor -
- Students' extracurricular participation - Urging students to attend the relevant scientific symposium

10. Evaluation methods

Short tests - daily exams - semester exams - final exams - and active student attendance And participate in the lesson



11. Faculty					
Faculty Members					
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff
	General	Special			Staff      Lecturer
Asst. Lect.	Linguistics	Discourse analysis			

Professional Development
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
Professional development of faculty members
General and qualifying transferable skills (other skills related to employability and personal development.) 1- The student’s ability to understand linguistic terms -2 The student’s ability to interact in class -3 Training him through induction, deduction, and presenting examples of each theory to encourage students to understand the theory’s material

12. Acceptance Criterion
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

13. The most important sources of information about the program
The main course of reading and writing comprehension .

14. Program Development Plan
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Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2 <sup>nd</sup> year		Select readings	Basic	√	√	√	√	√	√	√	√	√	√	√	√

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description Form

1. Course Name: select Readings 2 <sup>nd</sup> year	
2. Course Code:	
3. Semester / Year: annually	
4. Description Preparation Date:1 October2023	
5. Available Attendance Forms: Daily attendance of students	
6. Number of Credit Hours (Total) / Number of Units (Total)240 hour/ 3units	
7. Course administrator's name (mention all, if more than one name)	
Sarah moha med	
8. Course Objectives	
<p><b>Course Objectives</b></p> <p>Teaching students reading , and writing techniques through ;                  Reading different passages and concentrating on learning                  new vocabularies and how to use them in other sentences                  and contexts .</p> <p>Help students to gain knowledge of different types of                  sentences ,its parts and constructions.</p> <p>Help students to understand and gain a comprehensive                  knowledge of language .</p>	<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>
9. Teaching and Learning Strategies	
student participation inside the class . Homework and detailed explanation by the professor . Students' extracurricular participation	
Lecturing and discussion method	

	student participation inside the class . Homework and detailed explanation by the professor . Students' extracurricular participation Lecturing and discussion method
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Week 1	2	An introductory lecture for the course	General information	Lecturing	Discussion
Week 2	2	Help students to identify main ideas	Supporting main ideas	Lecturing	Practical application
Week 3	2	Help students when to use female and neutral nouns	When to use female nouns	Lecturing	Practical application
Week 4	2	Using synonyms and antonyms	Your negative attitude can hurt your career	Lecturing	Quiz
Week 5	2	First month exam			Written test
Week 6	2	Help students make inferences	The colorful word of synesthesia	Listening to audio and discussion	Speaking test
Week7	2	Understanding verb-forming suffixes	A sensory condition called synesthesia	Lecturing	Practical application
Week 8	2	Help students to understand the use of context	What is creative thinking	Listening to audio and discussion	Speaking test
Week 9	2	Understanding figures of speech	Suggestion for learning creatively	Lecturing	Quiz
Week 10	2	2 <sup>nd</sup> month exam			Written test

Week 11	2	Recognizing sentence transitions	Listen up	Listening to audio and discussion	Speaking test
Week 12	2	Using adverbs and intensifiers	Becoming an effective listener	Lecturing	Practical application
Week 13	2	Help students how to summarize	Students won't give up their French fries	Listening to audio and discussion	Speaking test
Week 14	2	Learning idiomatic expressions	American students' obsession with food	Lecturing	Quiz
Week 15	2	3 <sup>rd</sup> month exam			Written test
Week 16	2	Help students to use paraphrasing	Why I quit the company	Listening to audio and discussion	Speaking test
Week 17	2	Understanding phrasal verbs	An employee's decision to resign	Lecturing	Practical application
Week 18	2	Using modifiers	East meets west	Listening to audio and discussion	Speaking test
Week 19	2	4 <sup>th</sup> month exam			Written test
Week 20	2	Help students to form participial adjectives	Don't let stereotypes wrap your judgment	Listening to audio and discussion	Speaking test
Week 21	2	Recognizing analogies	The art of reading	Listening to audio and discussion	Quiz
Week 22	2	Learning word forms	Suggestions for becoming a skillful	Lecturing	Practical application

			reader		
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## **11. Course Evaluation**

Short tests - daily exams - semester exams - final exams - and active student attendance And participate in the lesson

## **12. Learning and Teaching Resources**

Required textbooks (curricular books, if any) main reference source Lee,Linda and Bernard Jean (2011). Select readings . oxford University Press. . Electronic References, Websites

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## **Academic Program Description Form**

**University Name: Tikrit University**

**Faculty/Institute: College of Education for Humanities**

**Scientific Department: English Department**

**Academic or Professional Program Name: Assessment**

**Final Certificate Name: Methodology**

**Academic System: Annual**

**Description Preparation Date:**

**25/3/2024**

**File Completion Date:**

**28/3/2024**

**Signature:**

**Head of Department Name:**

**Prof.Dr. Hasan S. Ali**

**Date:**

**Signature:**

**Scientific Associate Name:**

**Inst. Batool Assim H. (Ph.D)**

**Date: 28/3/2024**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

**Approval of the Dean**

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1. Program Vision
<p>Assessment is an important subject that should be taught to the 4<sup>th</sup> year students in the department of English, as the teachers should know how to design the test to the students in the primary and secondary schools. The English language is a language that communicates among people and represents a window for communication with peoples' cultures and civilizations. To contribute to building a Knowledge society and transferring science and technology.</p>
2. Program Mission
<p>Program mission is written here as stated in the university's catalogue and website.</p>
<p>The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language, literature and methods of teaching English in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified and responsible citizens.</p>
3. Program Objectives
<p>General statements describing what the program or institution intends to achieve.</p>
<p>1.Preparing an educational and pedagogical staff familiar with the latest language teaching methods and learning strategies.  2.To prepare academically qualified teachers to teach English in middle and high schools, thus contributing to the development of society.  3.Preparing a graduate proficient in the four skills: listening, speaking, reading and writing.  4.Highly qualifying students to continue in postgraduate programmes.</p>
4. Program Accreditation
<p>Does the program have program accreditation? And from which agency?</p>
<p>No</p>
5. Other external influences
<p>Is there a sponsor for the program?</p>

6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	2			
College Requirements				

Department				
Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
4 <sup>th</sup> year		Assessment	theoretical	practical
				*

## 8. Expected learning outcomes of the program

### Knowledge

#### Learning Outcomes 1 Cognitive Objectives

1. Preservation: Students are taught the basic definitions of assessment and the difference between assessment and testing, the types and purposes of assessment, strategies and characteristics of

Learning Outcomes 3	Learning Outcomes Statement 3
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3. assessment and how to design a test for the students.

Learning Outcomes 4	Learning Outcomes Statement 4
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Learning Outcomes 5	Learning Outcomes Statement 5
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2. Understanding : after the explanation, inferred intellectual questions are asked, taken from the curriculum book, to stimulate student's understanding of the curriculum and clarification.

3. Analysis: students can analyze some sentences.

4. Installation: After memorizing the most important topics included in the curriculum, students can reconstruct some scattered ideas to develop their abilities to understand the material and comprehend it easier and faster.

4.	Learning Outcomes Statement 1
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## Skills

### Learning Outcomes 2

1. The skill of reading is achieved by guiding students to use textbooks.
2. The skill of accessing the Internet regarding the topics required as a classroom activity.
3. The skill of being able to understand the relationships between the presented ideas.
4. The skill of being able to participate and interact.

Learning Outcomes Statement 2

### Learning Outcomes 3

Learning Outcomes Statement 3

## Ethics

### Learning Outcomes 4

Learning Outcomes Statement 4

### Learning Outcomes S

Learning Outcomes Statement 5

1. Urging the students to pay attention to scientific subjects related to the language and make the subject beloved to him.
2. Developing his values, beliefs and inclinations.
3. Developing student's attitudes according to the strategies of Assessment.

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## 9. Teaching and Learning Strategies

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Teaching and learning strategies and methods adopted in the implementation of the program in general.

- Student's participation inside the classroom.
- Homework and detailed explanation by the professor.
- Student's extracurricular participation
- Urging students to attend the relevant scientific symposium.

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## 10. Evaluation methods

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Implemented at all stages of the program in general.

- Short tests – daily exams – semester exams – final exams and active student attendance
-



- Participation inside the classroom.

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
1. Instructor	Methodology	Methodology			one	

<b>Professional Development</b>
<b>Mentoring new faculty members</b>
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level. There is a process used to mentor new, visiting, full-time and part-time faculty at the institution and department level.
<b>Professional development of faculty members</b>
Briefly describe the academic and professional development plan and arrangements for faculty -General and qualifvina transferable skills ( other skills related to emolvabilitv and personal

<b>12. Acceptance Criterion</b>
(Setting regulations related to enrollment in the college or institute, whether central admission or others)
Central admission

<b>13. The most important sources of information about the program</b>
State briefly the sources of information about the program.

The main sources in Methodology

1. Prof. Nejat Al-Juboury. (2014). A Language Teacher's Guide to Assessment
2. Jerry G. Gebhard. (2006). Teaching English as a Foreign or Second Language.
3. Brown, Douglas H. (2004). Principles of Language teaching and Learning.

14. Program Development Plan

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
4 <sup>th</sup> year		Assessment	Basic	*		*	*	*	*	*	*	*	*	*	*

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description Form

1. Course Name: Assesment	
2. Course Code:	
3. Semester / Year: 2023-2024	
4. Description Preparation Date: 25-3-2024	
5. Available Attendance Forms: Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 4 / 12	
7. Course administrator's name (mention all, if more than one name)	
Name: Inst. Batool Assim H. .... Email: ..... dr.bat ..... oolass ..... im@t u.edu. iq.	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	<ul style="list-style-type: none"> <li>- Students' participation inside the class</li> <li>- Homework and detailed explanation by the professor</li> <li>- Student's extracurricular participation</li> <li>- Urging students to attend the relevant scientific symposium</li> </ul>
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method	
1	2	Daily preparation and explanation detailed terminology included in preparation	Basic assessment Concepts	Lecturing	Quiz and participation	
2	2		Approaches to Language Assessment			
3	2		Characteristics of Assessment			1 st monthly exam
4	2		Test construction and Administration			
5	2		Test Design			
6	2		Testing Use and Usage			2nd monthly exam
7	2		Testing Vocabulary			
8	2		Testing Reading Comprehension			3 <sup>rd</sup> exam
9	2		Testing Writing Skills			

<b>11. Course Evaluation</b>					
Distributing the score out of 100 according to the tasks assigned to the student etc such as daily preparation, daily oral, monthly, or written exams, reports					
<b>12. Learning and Teaching Resources</b>					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

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Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

## Academic Program Description Form

University Name: ...Tikrit.....

Faculty/Institute: ...Education for human science.....

Scientific Department: ....English Department.....

Academic or Professional Program Name: ....Grammar.....

Final Certificate Name: .....

Academic System: Annual

Description Preparation Date:

File Completion Date:1/10/2023

Signature:

Signature:

Head of Department Name:

Scientific Associate Name:

Dr. Hassan. S. Ali

Date:

Date:

The file is checked by:

Department of Quality Assurance and University Performance

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

**Approval of the Dean**

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## 1. Program Vision

The English Department aspires to achieve leadership in the field of teaching the English language, as the English language is a language that communicates between peoples and represents a window for communication with peoples' cultures and civilizations. To contribute to building a knowledge society and transferring science and technology

## 2. Program Mission

The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language and literature in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified, and responsible citizens.

## 3. Program Objectives

- The main goal of the department is to prepare academically qualified teachers to teach English in middle and high schools, thus contributing to the development of society.
- Preparing a graduate proficient in the four skills: comprehension, speaking, reading and writing in English.
- Preparing an educational and pedagogical staff familiar with the latest language teaching methods and learning strategies.
- Highly qualifying students to continue in postgraduate programmes.
- The department seeks to establish communication channels and areas of cooperation with similar departments in other universities.
- Developing literary taste, aesthetic sense, and artistic appreciation in students through studying different models of poetic, prose, and novel texts, linguistics, and translation.
- The department tries to advance the scientific level of faculty members by motivating professors to conduct research and follow up on scientific conferences and developments in scientific research, both at the level of English language and literature.

4. Program Accreditation
Does the program have program accreditation? And from which agency? Not Yet
5. Other external influences
Is there a sponsor for the program?

6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional.

<b>7. Program Description</b>				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
<b>8. Expected learning outcomes of the program</b>				
1- Ability to use tenses correctly.				
2- Ability to understand the types of sentences in English.				
Learning Outcomes 2		Learning Outcomes Statement 2		
Learning Outcomes 3		Learning Outcomes Statement 3		
Learning Outcomes 4		Learning Outcomes Statement 4		
Learning Outcomes 5		Learning Outcomes Statement 5		
<b>9. Teaching and Learning Strategies</b>				
1- Giving lectures (explanation and clarification)				
2- The use of technological teaching aids (Educational Films - Electronic Lectures)				
3- Self-learning method by supporting a learner-centered learning environment				
<b>10. Evaluation methods</b>				
Short tests - daily exams - semester exams - final exams - and active student attendance, and participate in the lesson				

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Lecturer	Grammar	Grammar			1	1

Professional Development
Fouad Hussein Ali
Mentoring new faculty members
There is a process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional

12. Acceptance Criterion
1-The student should: Work on practicing how to create different types of sentences, linking tools and auxiliary verbs
2- The student should: Predict the mistakes that he or his classmates make regarding the topics of the lesson.

13. The most important sources of information about the program
The main authentic references in Grammar

14. Program Development Plan
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Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description Form

1. Course Name: English Grammar					
2. Course Code: /(GRM161)					
3. Semester / Year:2023/2024					
4. Description Preparation Date: 1/10/2023					
5. Available Attendance Forms: Attendance					
6. Numuber of Credit Hours (Total) / Number of Units (Total): 70 Hours					
7. Course administrator's name (mention all, if more than one name)					
Name: Fouad Hussien Ali Email:alfouad1985@tu.edu.iq					
8. Course Objectives					
<b>Course Objectives</b>					
This course aims to develop the student's abilities in the structure of the sentence in English with regard to the form, content, tenses and types of the sentence, phrase, semi-sentence and even the word and knowledge of the rules and principles of dealing with each of them so that the student can create correct sentences free of grammatical errors.			<ul style="list-style-type: none"> <li>• .....</li> <li>• .....</li> <li>• .....</li> </ul>		
9. Teaching and Learning Strategies					
<b>Strategy</b>	1- Giving lectures (explanation and clarification) 2- The use of technological teaching aids (Educational Films - Electronic Lectures) 3- Self-learning method by supporting a learner-centered learning environment				
10. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

1-6	18	The student should be familiar with simple use of tenses	tenses	Lecture and explanation	Discussion and exercise
7-8	6	The student should be familiar with rephrase the sentence	Conditional sentence	Lecture and explanation and examples	Discussion and exercise and test
9-10	6	The student should be familiar with change the sentence into passive	passive	Lecture and explanation and examples	Discussion and exercise and test
11	3	The student should be familiar with types of reported speech sentences	reported speech	Lecture and explanation and examples	Discussion and exercise and test
12	3	The student should be able to write and generate questions	questions	Lecture and explanation and examples	Discussion and exercise and test
13	3	The student should be able to use auxiliary verbs in short questions	auxiliary verbs	Lecture and explanation and examples	Discussion and exercise and test
14-16	9	The student should be able to write sentence using ing- and infintive	ing- and infintive	Lecture and explanation and examples	Discussion and exercise and test
17-20	12	The student should be able to articles in the sentences	articles	Lecture and explanation and examples	Discussion and exercise and test
21-22	6	The student should be able to differentiate and use relative clauses	relative clauses	Lecture and explanation and examples	Discussion and exercise and test
23	3	The student should be able to differentiate and use adjectives and adverbs	adjectives and adverbs	Lecture and explanation and examples	Discussion and exercise and test
24-27	9	The student should be able to think and use word order correctly	word order	Lecture and explanation and examples	Discussion and exercise and test

28	3	The student should be able to think and use the correct phrasal verbs	phrasal verbs	Lecture and explanation and examples	Discussion and exercise and test
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<b>11. Course Evaluation</b>					
Short tests - daily exams - semester exams - final exams - and active student attendance					
<b>12. Learning and Teaching Resources</b>			And participate in the lesson.		
Required textbooks (curricular books, if any)		English Grammar in Use by Murphy			
Main references (sources)		English University Grammar by Quirk and			
Recommended books and references (scientific journals, reports...)		Grammar in Context			
Electronic References, Websites					

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## **Introduction:**

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

This guide, in its second version, includes a description of the academic program after updating the subjects and paragraphs of the previous guide in light of the updates and developments of the educational system in Iraq, which included the description of the academic program in its traditional form (annual, quarterly), as well as the adoption of the academic program description circulated according to the letter of the Department of Studies T 3/2906 on 3/5/2023 regarding the programs that adopt the Bologna Process as the basis for their work.

In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

---

## Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

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Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.



## **Academic Program Description Form**

**University Name: Tikrit University**

**Faculty/Institute: College of Education for Humanities.**

**Scientific Department: English Department**

**Academic or Professional Program Name: Drama**

**Final Certificate Name: B. A of Education**

**Academic System: annual**

**Description Preparation Date:**

**File Completion Date:**

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**Asst. Prof. Dr. Awfa Hussein**

**Date: 28 – 3- 2014**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

**Approval of the Dean**

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1. Program Vision
<p>The English Department aspires to achieve leadership in the field of teaching the English language, as the English language is a language that communicates between peoples and represents a window for communication with peoples' cultures and civilizations. To contribute to building a knowledge society and transferring science and technology</p>
2. Program Mission
<p>The department's mission emphasizes the importance of learning English as a foreign language because it will enable students to communicate with other cultures that speak English as a mother tongue or as a second language. The department's mission is to be a pioneer in providing distinguished education and purposeful research in English language and literature in an intellectual environment that stimulates creativity, which will enable them to be full, creative, qualified, and responsible citizens.</p>
3. Program Objectives
<p>Improving the linguistic skills of the students.  Introducing the students to different literary eras.  Highlighting the function of literature with reference to the examined works.</p>
4. Program Accreditation
<p>The main goal of the department is to prepare academically qualified teachers to teach English in middle and high schools, thus contributing to the development of society.</p> <ul style="list-style-type: none"> <li>• Preparing a graduate proficient in the four skills: comprehension, speaking, reading and writing in English.</li> <li>• Preparing an educational and pedagogical staff familiar with the latest language teaching methods and learning strategies.</li> <li>• Highly qualifying students to continue in postgraduate programmes.</li> <li>• The department seeks to establish communication channels and areas of cooperation with similar departments in other universities.</li> <li>• Developing literary taste, aesthetic sense, and artistic appreciation in students</li> </ul>

through studying different models of poetic, prose, and novel texts, linguistics, and translation.

- The department tries to advance the scientific level of faculty members by motivating professors to conduct research and follow up on scientific conferences and developments in scientific research, both at the level of English language and literature. .

5. Other external influences

Is there a sponsor for the program?

6 Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	2	2		
College Requirements	Basic			

Department	basic			
Requirements				
Summer Training	No			
Other	-----			

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
Second year		Drama	theoretical	practical
			theoretical	

### 8. Expected learning outcomes of the program

#### Knowledge

Students are taught the basic branches of Drama and the difference between full length play and one act play.  
Learn to do textual and critical analysis

#### Skills

The skill of being able to identify the difference between theatrical schools.  
The skill of speaking, writing, listening, and reading

#### Ethics

Urging the students to pay attention to the literary and cultural subjects related to drama and make the subject beloved to them.  
Developing students' attitudes concerning theatrical schools

#### Teaching and Learning Strategies \

Student participation inside the classroom  
-Homework and detailed explanation by the professor

- Students' extracurricular participation
- Urging students to attend the relevant scientific symposium

## 10. Evaluation methods

Short tests - daily exams - semester exams - final exams - and active student attendance  
And participate in the lesson

11. Faculty						
Faculty Members						
Asst. prof.	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
	literature	fiction			1	

Professional Development
Mentoring new faculty members no
Full time staff member
Professional development of faculty members
Presenting webinars and seminars about drama and literary topics

12. Acceptance Criterion
(central admission)

13. The most important sources of information about the program
Dictionary of literary terms
History of English Drama
Introduction to Drama

14. Program Development Plan
Elizabethan full length Drama in the first semester
One Act Play modern Drama in the second semester

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
Second Year		Drama	Basic	X	X	X	X	X	X	X	X	X	X	X	X

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.



## Course Description Form

1. Course Name: Drama	
2. Course Code:	
3. Semester / Year: 2023-2024	
4. Description Preparation Date: 01 -10 - 2023	
5. Available Attendance Forms:Attendance	
6. Number of Credit Hours (Total) / Number of Units (Total) 2	
7. Course administrator's name (mention all, if more than one name)	
Awfa H. Al- Doory ..... aofahosaen@tu.edu.iq .....	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"><li>•</li><li>• Improving the linguistic skills of the students.</li></ul> Introducing the students to different literary eras. Highlighting the function of literature with reference to the examined works. <ul style="list-style-type: none"><li>•</li></ul>
9. Teaching and Learning Strategies	

<b>Strategy</b>	Reading the texts, open discussion, watching videos
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### 10. Course Structure

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1	2	Daily preparation and explanation detailed terminology included in preparation.	What is Drama\ Roots of Drama	Lecturing	Quiz & Qs/As
2	2		General Introduction to Dr. Faustus	lecturing	Quiz & Qs/As

## **Course Evaluation**

Short tests - daily exams - semester exams - final exams - and active student attendance  
And participate in the lesson

## **12. Learning and Teaching Resources**



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## **Introduction:**

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

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In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

---

## Concepts and terminology:

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Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

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**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

## **Academic Program Description Form**

**University Name: Tikrit**

**Faculty/Institute: College of Education for Humanities**

**Scientific Department: English Language**

**Academic or Professional Program Name: Method of teaching**

**Final Certificate Name: .....**

**Academic System: ..... annual system**

**Description Preparation Date:**

**File Completion Date:**

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**



**Signature:**

**Approval of the Dean**

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<b>1. Program Vision</b>				
Program vision is written here as stated in the university's catalogue and website.				
<b>2. Program Mission</b>				
Program mission is written here as stated in the university's catalogue and website.				
<b>3. Program Objectives</b>				
General statements describing what the program or institution intends to achieve.				
<b>4. Program Accreditation</b>				
Does the program have program accreditation? And from which agency?				
<b>5. Other external influences</b>				
Is there a sponsor for the program?				
<b>6 Program Structure</b>				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional.

<b>7. Program Description</b>				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
<b>8. Expected learning outcomes of the program</b>				
Knowledge				
Learning Outcomes 1		Learning Outcomes Statement 1		
Skills				
Learning Outcomes 2		Learning Outcomes Statement 2		
Learning Outcomes 3		Learning Outcomes Statement 3		
Learning Outcomes 3		Learning Outcomes Statement 3		
Ethics				
Learning Outcomes 4		Learning Outcomes Statement 4		
Learning Outcomes 4		Learning Outcomes Statement 4		
Learning Outcomes 5		Learning Outcomes Statement 5		
Learning Outcomes S		Learning Outcomes Statement 5		
<b>9. Teaching and Learning Strategies</b>				
Teaching and learning strategies and methods adopted in the implementation of the program in general.				
<b>10. Evaluation methods</b>				
Implemented at all stages of the program in general.				

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer

<b>Professional Development</b>
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

<b>12. Acceptance Criterion</b>
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

<b>13. The most important sources of information about the program</b>
State briefly the sources of information about the program.

<b>14. Program Development Plan</b>
-------------------------------------

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description Form

1. Course Name: English Language					
2. Course Code: Methods of Teaching					
3. Semester / Year: 2023-2024					
4. Description Preparation Date: 1/10/ 2023					
5. Available Attendance Forms: 4 hours weekly					
6. Number of Credit Hours (Total) / Number of Units (Total): 120					
7. Course administrator's name (mention all, if more than one name)					
Name: Jawher Brk Muter					
Email: <a href="mailto:gawherbrak@tu.edu.iq">gawherbrak@tu.edu.iq</a>					
8. Course Objectives					
<b>Course Objectives</b>			1. training students on the method of teaching 2. develop their ability inside the classroom .....		
9. Teaching and Learning Strategies					
<b>Strategy</b>	Group work				
10. Course Structure					
<b>Weel</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>
1-2	4 weekly	The student's knowledge of new vocabulary, especially those used in teaching students	General terms	lecture	Oral exam
3-4	4 weekly	Students' knowledge of the advantages of this method and how to apply it	Grammar translation method	lecture	Oral exam

5	4 weekly		First monthly exam		written exam
6-7	4 weekly	Students' knowledge of the advantages of this method and how to apply it	Direct method	lecture	Oral exam
8-9	4 weekly	Students' knowledge of the advantages of this method and how to apply it	Audio-lingual method	lecture	Oral exam
10	4 weekly		Second monthly exam		written exam
11-12	4 weekly	Students' knowledge of the advantages of this method and how to apply it	Silent way	lecture	Oral exam
13-14	4 weekly	Students' knowledge of the advantages of this method and how to apply it	Communicative language teaching	lecture	Oral exam
15	4 weekly		Third monthly exam		written exam
16-17	4 weekly	The student's knowledge of new vocabulary specific to the syllabus	syllabus	lecture	Oral exam
18-19	4 weekly	The student's knowledge of new vocabulary specific to the curriculum	curriculum	lecture	Oral exam
20	4 weekly		First monthly exam		written exam
21-22	4 weekly	The student's knowledge of the method of applying the lesson plan	Lesson planning	Lecture	Oral exam
23	4 weekly	The student's knowledge of the method of applying the lesson plan	Lesson planning	Workshop	written exam
24-25	4 weekly	The student's knowledge of new vocabulary for measurement and evaluation	Measurement and Evaluation	Lecture	Oral exam
26	4 weekly		Second monthly exam		written exam

27-28	4 weekly	The student's knowledge of new vocabulary for tests	Testing	lecture	Oral exam
29	4 weekly	The student's knowledge of all vocabulary	General Review	lecture	
30	4 weekly	The student's knowledge of all vocabulary	Comprehensive exam		written exam



11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

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## **Introduction:**

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## **Academic Program Description Form**

**University Name: Tikrit**

**Faculty/Institute: College of Education for Humanities**

**Scientific Department: English Department**

**Academic or Professional Program Name: Essay**

**Final Certificate Name: Assistant Professor**

**Academic System: Yearly**

**File Completion Date:**

**10/1/2024**

**Signature:**

**Head of Department Name:**

**Dr. Hussan Shaban Ali**

**Date:**

**Signature:**

**Scientific Associate Name:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

**Approval of the Dean**

---

<b>1. Program Vision</b>				
Program vision is written here as stated in the university's catalogue and website.				
<b>2. Program Mission</b>				
Program mission is written here as stated in the university's catalogue and website.				
<b>3. Program Objectives</b>				
General statements describing what the program or institution intends to achieve.				
<b>4. Program Accreditation</b>				
Does the program have program accreditation? And from which agency?				
<b>5. Other external influences</b>				
Is there a sponsor for the program?				
<b>6 Program Structure</b>				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements	2	2		
College Requirements				

Department				
Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional.

<b>7. Program Description</b>				
Year/Level	Course Code	Course Name	Credit Hours	
Yearly		Essay	theoretical	practical
<b>8. Expected learning outcomes of the program</b>				
Knowledge				
<b>Learning English grammar , learning types of English sentences , learning conjunctions</b>				
Skills.				
Learning Outcomes 2		Learning Outcomes Statement 2		
Learning Outcomes 3		Learning Outcomes Statement 3		
Learning Outcomes 4		Learning Outcomes Statement 4		
Learning Outcomes 5		Learning Outcomes Statement 5		
Learning Outcomes 4		Learning Outcomes Statement 4		
<b>9. Teaching and Learning Strategies</b>				
Teaching and learning strategies and methods adopted in the implementation of the program in general.				
<b>Power point , examples, questions and answers</b>				
<b>10. Evaluation methods</b>				
<b>Daily, weekly and monthly exam.</b>				



11. Faculty					
Faculty Members					
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff
	General	Special			Staff      Lecturer

<b>Professional Development</b>
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

<b>12. Acceptance Criterion</b>
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

<b>13. The most important sources of information about the program</b>
Corden, Ian, (2005). English Reading and Comprehension

<b>14. Program Development Plan</b>
Enable the students to write essay

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
2023/2024	English language	Essay	Basic	√	√	√	√	√	√	√	√	√	√	√	√

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description Form

1. Course Name: essay	
2. Course Code: English language	
3. Semester / Year: Third Year	
4. Description Preparation Date: 10/1/2024	
5. Available Attendance Forms:	
6. Number of Credit Hours (Total) / Number of Units (Total)	
7. Course administrator's name (mention all, if more than one name)	
Name: Marwan Mizher Sahab Email:marwa nmizher@tu. .... ede.iq .....	
8. Course Objectives	
<b>Course Objectives</b>	<ul style="list-style-type: none"> <li></li> <li></li> <li></li> </ul>
9. Teaching and Learning Strategies	
<b>Strategy</b>	
10. Course Structure	

<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

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## **Introduction:**

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

The academic program description is a short summary of the main features of the program and its courses. It shows what skills students are working to develop based on the program's goals. This description is very important because it is the main part of getting the program accredited, and it is written by the teaching staP together under the supervision of scientific committees in the scientific departments.

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In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

---

## Concepts and terminology:

Academic Program Description: The academic program description provides a brief summary of its vision, mission and objectives, including an accurate description of the targeted learning outcomes according to specific learning strategies.

Course Description: Provides a brief summary of the most important characteristics of the course and the learning outcomes expected of the students to achieve, proving whether they have made the most of the available learning opportunities. It is derived from the program description.

Program Vision: An ambitious picture for the future of the academic program to be sophisticated, inspiring, stimulating, realistic and applicable.

Program Mission: Briefly outlines the objectives and activities necessary to achieve them and defines the program's development paths and directions.

Program Objectives: They are statements that describe what the academic program intends to achieve within a specific period of time and are measurable and observable.

Curriculum Structure: All courses / subjects included in the academic program according to the approved learning system (quarterly, annual, Bologna Process) whether it is a requirement (ministry, university, college and scientific department) with the number of credit hours.

**Learning Outcomes:** A compatible set of knowledge, skills and values acquired by students after the successful completion of the academic program and must determine the learning outcomes of each course in a way that achieves the objectives of the program.

Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.



## Academic Program Description Form

**University Name: Tikrit University**

**Faculty/Institute: Education for the humanities**

**Scientific Department: English**

**Academic or Professional Program Name: Prof. Dr. Nagham Qaddori Yahya**

**Final Certificate Name: M.A**

**Academic System: annual**.....

**2024 File Completion Date:**

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

## Approval of the Dean

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<b>1. Program Vision</b>
The main vision of Psycholinguistic is To outline and describe the process of producing and comprehending communication
<b>2. Program Mission</b>
The main mission of Psycholinguistics : It is the discipline that Investigate and describe psychological processes that make it possible for humans to master and use language
<b>3. Program Objectives</b>
General statements describing what the program or institution intends to achieve.
1-It aims to study the natural and cultural environment of linguistic content 2-It aims to study language and education 3- It aims to study language and its relationship to behavior that is determined by culture and its aspects 4- Knowing the causes of linguistic change and verifying them through structural interpretation of historical processes 5- Providing graduates with the skills to teach the various linguistic sciences they have learned to secondary school students later, using appropriate teaching methods and providing them with modern means of clarification and scientific communication skills.
<b>4. Program Accreditation</b>
Does the program have program accreditation? And from which agency?
<b>5. Other external influences</b>
Is there a sponsor for the program?
Data show - reports (presentation) - research - whiteboard - power point slides

6 Program Structure				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
M.A	A	Psycholinguistics	theoretical	practical
			2	

### 8. Expected learning outcomes of the program

#### Knowledge

Learning Outcomes 1                      Learning Outcomes Statement 1- Enabling the student to gain knowledge, understanding and production in educational linguistics

Learning Outcomes 2                      Learning Outcomes Statement 2

Learning Outcomes 3                      Learning Outcomes Statement 3

Learning Outcomes 4                      Learning Outcomes Statement 4

Learning Outcomes 5                      Learning Outcomes Statement 5  
 Learning Outcomes 3                      Learning Outcomes Statement 3

#### Ethics

Learning Outcomes 4                      Learning Outcomes Statement 4

Learning Outcomes S                      Learning Outcomes Statement 5

### 9. Teaching and Learning Strategies

- Inductive (deductive) method.
- How to solve problems.
- Repeat training courses and seminars to provide female students with the ability to communicate with society, the ability to have fruitful dialogue, and to solve

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educational problems using scientific methods.

- Training the student on classroom interaction and exchanging opinions between the student and the teacher to raise learning difficulties and discuss their solutions.

-Communicative method

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## 10. Evaluation methods

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- Oral and written tests, individual and group, theoretical and practical.

- Training the student to directly observe the performance of students in all preparatory stages in the areas of dialogue, intellectual and scientific communication, and working in a team spirit within the classroom and the college and university environment.

Assigning students to prepare scientific research to test their ability to think, deduce, and solve problems.

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11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer

<b>Professional Development</b>
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

<b>12. Acceptance Criterion</b>
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

<b>13. The most important sources of information about the program</b>
State briefly the sources of information about the program.

<b>14. Program Development Plan</b>
-------------------------------------

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
M.A	A	psycholinguistics	Basic												

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation



## Course Description Form

1. Course Name: Educational linguistics	
2. Course Code:	
3. Semester / Year: 2024-2023	
4. Description Preparation Date:2024-3-20	
5. Available Attendance Forms: Class lectures	
6. Number of Credit Hours (Total) / Number of Units (Total):72 hours	
7. Course administrator's name (mention all, if more than one name)	
Name: pro.dr. Nagham Q. yahya Email: ..... nagyahya@t ..... u.edu.iq .....	
<b>Course Objectives 8. Course Objectives</b>	
1-It aims to study the natural and cultural environment of linguistic content 2-It aims to study language and education 3- It aims to study language and its relationship to behavior that is determined by culture and its aspects 4- Knowing the causes of linguistic change and verifying them through structural interpretation of historical processes 5- Providing graduates with the skills to teach the various linguistic sciences they have learned to secondary school students later, using appropriate teaching methods and providing them with modern means of clarification and scientific communication skills.	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>
<b>9. Teaching and Learning Strategies</b>	
<b>Strategy</b>	-The standard method (preemptive). -Text method. -Inductive (deductive) method. -How to solve problems.

	Method of analyzing linguistic text
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10. Course Structure

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

<b>11. Course Evaluation</b>					
- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).					
<b>12. Learning and Teaching Resources</b>					
-Diagnostic evaluation (semester and final exams to issue judgments of success and failure)					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					

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## **Introduction:**

The educational program is a well—planned set of courses that include procedures and experiences arranged in the form of an academic syllabus. Its main goal is to improve and build graduates' skills so they are ready for the job market. The program is reviewed and evaluated every year through internal or external audit procedures and programs like the External Examiner Program.

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In this regard, we can only emphasize the importance of writing an academic programs and course description to ensure the proper functioning of the educational process.

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Teaching and learning strategies: They are the strategies used by the faculty members to develop students' teaching and learning, and they are plans that are followed to reach the learning goals. They describe all classroom and extra—curricular activities to achieve the learning outcomes of the program.

## **Academic Program Description Form**

**University Name: Tikrit**

**Faculty/Institute: college of education for humanities**

**Scientific Department: Quran Sciences**

**Academic or Professional Program Name: .....**

**Final Certificate Name: .....**

**Academic System: .....**

**Description Preparation Date:**

**File Completion Date:**

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

**Approval of the Dean**

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<b>1. Program Vision</b>				
Program vision is written here as stated in the university's catalogue and website.				
<b>2. Program Mission</b>				
Program mission is written here as stated in the university's catalogue and website.				
<b>3. Program Objectives</b>				
General statements describing what the program or institution intends to achieve.				
<b>4. Program Accreditation</b>				
Does the program have program accreditation? And from which agency?				
<b>5. Other external influences</b>				
Is there a sponsor for the program?				
<b>6 Program Structure</b>				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional.

7. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	Practical

### 8. Expected learning outcomes of the program

#### Knowledge

Learning Outcomes 1	Learning Outcomes Statement 1
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Learning Outcomes 2	Learning Outcomes Statement 2
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Learning Outcomes 3	Learning Outcomes Statement 3
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Learning Outcomes 3	Learning Outcomes Statement 3
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Learning Outcomes 4	Learning Outcomes Statement 4
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Learning Outcomes 4	Learning Outcomes Statement 4
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Learning Outcomes 5	Learning Outcomes Statement 5
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### 11. Teaching and Learning Strategies

Teaching and learning strategies and methods adopted in the implementation of the program in general.

### 12. Evaluation methods

Implemented at all stages of the program in general.

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer

<b>Professional Development</b>
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
Professional development of faculty members
Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

<b>12. Acceptance Criterion</b>
(Setting regulations related to enrollment in the college or institute, whether central admission or others)

<b>13. The most important sources of information about the program</b>
State briefly the sources of information about the program.

<b>14. Program Development Plan</b>
-------------------------------------

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description Form

1. Course Name: English Language					
2. Course Code: Headway Plus					
3. Semester / Year:2023-2024					
4. Description Preparation Date: 28\3\2024					
5. Available Attendance Forms: 5 hours weekly					
6. Number of Credit Hours (Total) / Number of Units (Total) 6\5					
7. Course administrator's name (mention all, if more than one name)					
Name: Mohammed Khalaf Hamdan					
Email: mohammed.k.hamdan@tuedu.iq					
Name:					
Email: .....					
8. Course Objectives					
<b>Course Objectives</b>			<input type="checkbox"/> training the students of correct read <input type="checkbox"/> using linguistics structure in speaking <input checked="" type="checkbox"/> understanding the characteristics of English read		
9. Teaching and Learning Strategies					
<b>Strategy</b>		4- The production of English read 5- Give accurate description of reading 6- Give accurate description of read and sounds in pronunciation and distinguishing between them			
10. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

1-2	5 hours weekly	The difficulties and problems of reading	The problems of listening	Explanation and listening	The participation and daily, weekly and monthly exam
4-3	5 hours weekly	The reading in English	Definition, types of fricatives sounds and read	Explanation and listening and read	The participation and daily, weekly and monthly exam
5-6	5 hours weekly	Listening and speak	The distribution of listening	Explanation and listening	The participation and daily, weekly and monthly exam
7-8	5 hours weekly	The grammar	The nature of the syllable, the structure of the grammar	Explanation and listening teach grammar	The participation and daily, weekly and monthly exam
9-10	5 hours weekly	Strong and weak forms	-	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam
11-12	6 hours weekly	Stress	The nature of stress, levels of stress	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam
13-14	5 hours weekly	Complex words	Suffixes, prefixes, compound words	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam
15-16	5 hours weekly	Weak forms	Weak forms	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam

17-18	5 hours weekly	Problems in phonemic analysis	Affricates, English vowel system, syllabic consonants	Explanation and listening	The pa participation and daily, weekly and monthly exam
19-20	5 hours weekly	Aspects of connected speech	Rhythm , assimilation and elision	Explanation and listening	The pa participation and daily, weekly and monthly exam
21-22	5 hours weekly	Intonation	Intonation 1	Explanation and listening	The pa participation and daily, weekly and monthly exam
23-24	5 hours weekly	Intonation	Intonation 2	Explanation and listening	The pa participation and daily, weekly and monthly exam
25-26	5 hours weekly	Writing	Writing 3	Explanation and listening	The pa participation and daily, weekly and monthly exam
27-28	5 hours weekly	Comparative and Superlatives	Comparative and Superlatives 1	Explanation and listening	The pa participation and daily, weekly and monthly exam
29-30	5 hours weekly	Functions of intonation	Functions of intonation 2	Explanation and listening	The pa participation and daily, weekly and monthly exam

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					



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## **Introduction:**

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## **Academic Program Description Form**

**University Name: Tikrit**

**Faculty/Institute: college of education for humanities**

**Scientific Department: English**

**Academic or Professional Program Name: .....**

**Final Certificate Name: .....**

**Academic System: .....**

**Description Preparation Date:**

**File Completion Date:**

**Signature:**

**Signature:**

**Head of Department Name:**

**Scientific Associate Name:**

**Date:**

**Date:**

**The file is checked by:**

**Department of Quality Assurance and University Performance**

**Director of the Quality Assurance and University Performance Department:**

**Date:**

**Signature:**

**Approval of the Dean**

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<b>2. Program Mission</b>				
Program mission is written here as stated in the university's catalogue and website.				
<b>3. Program Objectives</b>				
General statements describing what the program or institution intends to achieve.				
<b>4. Program Accreditation</b>				
Does the program have program accreditation? And from which agency?				
<b>5. Other external influences</b>				
Is there a sponsor for the program?				
<b>6 Program Structure</b>				
Program Structure	Number of Courses	Credit hours	Percentage	Reviews•
Institution Requirements				
College Requirements				

Department				
Requirements				
Summer Training				
Other				

This can include notes whether the course is basic or optional.

<b>7. Program Description</b>				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	Practical
<b>8. Expected learning outcomes of the program</b>				
Knowledge				
Learning Outcomes 1		Learning Outcomes Statement 1		
Skills				
Learning Outcomes 2		Learning Outcomes Statement 2		
Learning Outcomes 3		Learning Outcomes Statement 3		
Learning Outcomes 3		Learning Outcomes Statement 3		
Ethics				
Learning Outcomes 4		Learning Outcomes Statement 4		
Learning Outcomes 4		Learning Outcomes Statement 4		
Learning Outcomes 5		Learning Outcomes Statement 5		
Learning Outcomes S		Learning Outcomes Statement 5		
<b>13. Teaching and Learning Strategies</b>				
Teaching and learning strategies and methods adopted in the implementation of the program in general.				
<b>14. Evaluation methods</b>				
Implemented at all stages of the program in general.				

11. Faculty						
Faculty Members						
Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer

<b>Professional Development</b>
Mentoring new faculty members
Briefly describes the process used to mentor new, visiting, full—time, and part—time faculty at the institution and department level.
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Briefly describe the academic and professional development plan and arrangements for faculty such as teaching and learning strategies, assessment of learning outcomes, professional development, etc.

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(Setting regulations related to enrollment in the college or institute, whether central admission or others)

<b>13. The most important sources of information about the program</b>
State briefly the sources of information about the program.

<b>14. Program Development Plan</b>
-------------------------------------



Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4

- Please tick the boxes corresponding to the individual program learning outcomes under evaluation.

## Course Description Form

1. Course Name: English Language					
2. Course Code: English Phonetics and Phonology					
3. Semester / Year:2023-2024					
4. Description Preparation Date: 1\10\2023					
5. Available Attendance Forms: 6 hours weekly					
6. Number of Credit Hours (Total) / Number of Units (Total) 6\5					
7. Course administrator's name (mention all, if more than one name)					
Name: Waqas saadi Ismael					
Email: Waqqas.saddi@tuedu.iq					
Name:					
Email: .....					
8. Course Objectives					
<b>Course Objectives</b>			<input type="checkbox"/> training the students of correct pronunciation <input type="checkbox"/> using linguistics structure in speaking <input checked="" type="checkbox"/> understanding the characteristics of English sounds		
9. Teaching and Learning Strategies					
<b>Strategy</b>		7- The production of English sounds 8- Give accurate description of sounds 9- Give accurate description of letters and sounds in pronunciation and distinguishing between them			
10. Course Structure					
<b>Week</b>	<b>Hours</b>	<b>Required Learning Outcomes</b>	<b>Unit or subject name</b>	<b>Learning method</b>	<b>Evaluation method</b>

1-2	6 hours weekly	The difficulties and problems of pronunciation	The problems of pronunciation	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam
4-3	6 hours weekly	The phoneme – Fricatives	Definition, types of fricatives sounds	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam
5-6	6 hours weekly	Nasals	The distribution of nasals	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam
7-8	6 hours weekly	The syllable	The nature of the syllable, the structure of the syllable	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam
9-10	6 hours weekly	Strong and weak forms	-	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam
11-12	6 hours weekly	Stress	The nature of stress, levels of stress	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam
13-14	6 hours weekly	Complex words	Suffixes, prefixes, compound words	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam
15-16	6 hours weekly	Weak forms	Weak forms	Explanation and listening in the laboratory	The participation and daily, weekly and monthly exam

17-18	6 hours weekly	Problems in phonemic analysis	Affricates, English vowel system, syllabic consonants	Explanation and listening in the laboratory	The pa participation and daily, weekly and monthly exam
19-20	6 hours weekly	Aspects of connected speech	Rhythm , assimilation and elision	Explanation and listening in the laboratory	The pa participation and daily, weekly and monthly exam
21-22	6 hours weekly	Intonation	Intonation 1	Explanation and listening in the laboratory	The pa participation and daily, weekly and monthly exam
23-24	6 hours weekly	Intonation	Intonation 2	Explanation and listening in the laboratory	The pa participation and daily, weekly and monthly exam
25-26	6 hours weekly	Intonation	Intonation 3	Explanation and listening in the laboratory	The pa participation and daily, weekly and monthly exam
27-28	6 hours weekly	Functions of intonation	Functions of intonation 1	Explanation and listening in the laboratory	The pa participation and daily, weekly and monthly exam
29-30	6 hours weekly	Functions of intonation	Functions of intonation 2	Explanation and listening in the laboratory	The pa participation and daily, weekly and monthly exam

11. Course Evaluation					
Distributing the score out of 100 according to the tasks assigned to the student such as daily					
12. Learning and Teaching Resources					
Required textbooks (curricular books, if any)					
Main references (sources)					
Recommended books and references (scientific journals, reports...)					
Electronic References, Websites					