

Academic program description form

. University name: Tikrit University

College/Institute: College of Education for Humanities

Scientific Department: Department of Art Education

Name of the academic or professional program: Bachelor's in Art Education/Master's in Art Education

Name of final degree: Bachelor of Arts in Art Education

Academic system: annual

Date the description was prepared: 2/22/2024

Date of filling the file: 2/22/2024

: the signature :

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Name of department head:

Name of scientific

:assistant

: the date:

the date

:Check the file by

Division of Quality Assurance and University Performance

Name of the Director of the Quality Assurance and University Performance

:Division

the date

the signature

Authentication of the Dean

Program vision .1

Art education is an important part of the educational process in the general education stages and is complementary to other academic subjects, as it undertakes the task of developing and growing the artistic and creative abilities of learners to gain them new artistic trends that adapt to their working conditions and environment , and provides them with opportunities to express their uniqueness in vision, thinking and discovery . It develops their freedom in artistic expression . To express their feelings, thoughts, and emotions in a way that meets their needs and desires . Art education gives every learner the opportunity to practice the artistic style he desires . In addition, it works to develop his artistic skills, which helps him meet the needs and requirements of other academic subjects, such as drawings and plans . For the purpose of achieving the above, the Department of Art Education seeks to continuously develop and raise the scientific and artistic level and what it requires . By developing a plan aimed at improving the performance of teachers and providing the department's classrooms and equipping them with the latest equipment and supplies it needs and in a manner commensurate with the objectives. Public and private for the department, and developing a new program that takes into account new global data in the field Science , art and education in order to graduate competent teachers who will contribute to . building the nation

Program message .2

Art education has an effective role in building the personality of the citizen who lives amidst contemporary social changes and transformations . It contributes positively to the development and refinement of the student's personality from the mental, emotional, sensory and motor aspects . Art education pays attention to these aspects in a balanced and consistent manner without giving priority to one aspect over another, so that the student can adapt to life and add meaning to life according to the way he lives . Therefore, the art education teacher must know what is meant by art and art education, and he must also link the teaching of art education to society's problems, needs, and culture . Therefore, the role of the art education teacher is to return art to its cultural components so that it can play its role in building a creative, sensitive, thinking individual who contributes a share to the progress of his nation and . homeland, armed with culture and scientific thought

develop and raise the to Based on the above, the department's mission is capabilities of graduates artistically and academically in a way that suits the requirements of contemporary life and the labor market , as well as achieving an integrated educational environment that stimulates imagination and creative thinking in all its forms and at the level of artistic production and professional development in specialization and openness to the contemporary world scientifically. Technologically , artistically and culturally , in order to achieve

continuous knowledge and communication with innovations in the field of .specialization

Program objectives .3

:Department objectives

The general objectives of the Department of Art Education are related to the objectives of the College of Education for Humanities, as well as its own :objectives, as the department aims to the following

1. Graduating cadres who are educationally and technically prepared to meet the needs of society and the labor market (the bodies and institutions within which artistic education falls) and to qualify them to .evaluate educational and artistic goals
2. Preparing specialized researchers in the field of art education who conduct research and experimentation at various levels of general and university education with the aim of developing the components of the .educational process
3. Preparing specialists capable of preparing training programs for workers .in the fields of art education (qualifying in-service subject teachers)
4. Preparing specialists capable of implementing and presenting art education programs and their role in community development through .various media and communication means
5. Spreading artistic and aesthetic culture by developing artistic awareness and aesthetic feeling; By developing the mental and sensory aspects, and .thus developing artistic and aesthetic taste
6. Developing cultural awareness of the importance of the arts among department and college students and various segments of society and .working to affirm social and moral values
7. Discovering artistically talented individuals, developing and refining their .abilities, and working to nurture and guide them

Programmatic accreditation .4

Art education programmes

:Make the student enrolled in the academic program able to

1. **.Explains the concepts of art education**
2. **.Masters the concepts of art education**
3. **.He studies art education topics**

4. He masters various arts skills such as drawing, sculpture, .photography, and creative handicrafts
5. Understands artistic works and understands the aesthetic and .technical elements used
6. .Illustrates the history of art in different time periods
7. .Proficient in public presentation skills
8. .Proficient in design skills
9. Explains the concepts of aesthetics and its philosophy

Other external influences .5

1. Training courses for students in the field of plastic and .theatrical arts
2. .Organizing exhibitions and theatrical festivals
3. Application of the teaching field of art education in secondary schools
4. Holding training courses for art education teachers in the Preparation and Training Directorate of the Tikrit .Education Directorates
5. . university research, theses and theses
6. . Organizing theatrical performances

Program structure .6

comments	percentage	Study unit	Number of courses	Program structure
Basic	%13.6	10	6	Enterprise requirements

Basic	%31.8	28	14	College requirements
Basic	%54.5	48	24	Department requirements
_____	_____	_____	_____	summer training
_____	_____	_____	_____	Other

.Notes may include whether the course is core or elective *

Credit hours		Program description . 7		
practical	theoretical	Name of the course or course	Course or course code	Year/level 2024/2023
	2	Foundations of education		The first
	2	Arabic		
1	1	Computer		
	2	Educational psychology		
	1	Human rights and democracy		
	2	Theater history		
2	1	the art of acting		
2	1	Arabic calligraphy and Islamic decoration		
	2	Elements of art		

4		Layout and colours		the second
	2	English		
	2	Developmental psychology		
	2	educational administration		
	2	Aesthetics		
	2	Perspective		
	2	History of fine art		
4		Oil colors		
4		Sculpture		
1	1	the art of acting		
2	1	Voice and speech		
	2	Principles of theater directing		
	1	Crimes of the defunct Baath Party		
	2	English		
	2	Educational guidance and mental health		Third
	2	Methods of teaching art education		
	2	Scientific research method		
	2	Connoisseurship and artistic criticism		
4		earthenware		
2	1	Create a visualization		
2	1	School theater		
2	1	The art of writing a play		

2	1	Theater directing		
	2	Personality psychology		Fourth
	2	Measurement and evaluation		
4		Watch and apply		
	2	Means of communication		
4		Handicrafts		
1	1	Theatrical techniques		
4		Theater graduation project		
4		Plastic graduation project		
	2	Graduation Project		

Expected learning outcomes of the program .8

Knowledge

1. A document that combines the learning outcomes of the academic program and its .courses
2. A document showing the number of theoretical and practical hours, provided that the practical percentage is not less than 15% of the total hours specified for the program's

1- Cognitive goals

- .1 That the student is able to know the trends of art education.
- 2- That the student is able to know the importance .of art education and its objectives
- 3 The student should be familiar with .technical schools and critical trends
- 4 That the student is familiar with modern teaching methods for art .education
- 5 That the student is familiar with modern methods in studying art .education

.courses	
Skills	
<p>1. A document that combines the learning outcomes of the academic program and its .courses</p> <p>2. A document showing the number of theoretical and practical hours, provided that the practical percentage is not less than 15% of the total hours specified for the .program's courses</p>	<p>That the student is able to become - 1 familiar with the methods of teaching, measuring and evaluating the scientific .subject</p> <p>The student should be able to choose - 2 the appropriate teaching method for each scientific subject so that he .presents it in an interesting way</p> <p>That the student is able to solve - 3 problems related to students' understanding of the scientific subject by using theories of educational psychology and modern teaching methods, which facilitates the study and .teaching of art education</p> <p>The student should be able to perform -4 .artistic works of various kinds</p> <p>The student should be able to use -5 .various materials</p> <p>That the student be able to critique - 6 .artistic works of all kinds</p>
Statement of learning outcomes 3	Learning outcomes 3
Value	
Producing theatrical works and visual exhibitions that enhance values and borrow from the cultural and civilizational .heritage of society	<p>1. Strengthening national identity through art</p> <p>2. Strengthening the learner's connection to his civilizational and cultural heritage</p> <p>3. Education towards acceptance of others and citizenship rights</p>
Teaching and learning strategies .9	
<p>1- strategy according to the learner's ability, so that if the student is able to learn the concept of the meaning of creativity in art, he will acquire various artistic skills in producing dissimilar works of .art</p> <p>2- strategy in learning and in analyzing works of art. This strategy refers to the highest levels of thinking of the learner when deriving solutions to a specific problem or when analyzing works of .art</p> <p>3- strategy allows the learner to identify many suitable, dissimilar solutions to address a specific</p>	

.educational problem, or several suitable solutions, for example, to create a specific work of art
4- Brainstorming to produce quick solutions and answers to a problem in learning

Evaluation methods .10

Formative or formative assessment (daily exams, class discussion, homework - assignments and their follow-up, classroom calendar)
 Diagnostic evaluation (semester and final exams to issue judgments of success - and failure)
 1- **Monthly, semester and final exams for practical, theoretical and applied subjects**
 2- **Feeding Back .through feedback**

Qui z

The teaching staff .11

Faculty members

Preparing the teaching staff		Req uire men ts/sk ills if) (any	Specialization		Scientific rank
lect urer	angel		private	general	
	*		Literature and criticism	Performing arts	a. Ziad is sweet
	*		Fabrics	design	a. Dr.. Pure days
	*		fee	Fine Arts	a. M.D. Nebras Wafa
	*		Art Education	Art Education	A.M.D. Amer Salem Obaid
	*		Art Education	Art Education	A.M.D. Iman Abdel Sattar Atallah
	*		Theatrical techniques	Performing arts	a. Dr. Muzahim Khudair Hussein
	*		fee	Fine Arts	a. M. Dr. Osama Adnan Ali
	*		Broadcast journalism	Flags	M.D. Yassin Alwan Al-Tayef

*		Modern Arabic literature	Arabic	.M. Dr. Yassin Faraj Yassin
*		Theatrical techniques	Performing arts	M.D. In the name of Muhammad Ahmed
*		stage	Art Education	Mother. M. Adnan
*		Educational Psychology	Educational and psychological sciences	millimeter . Dahham Samer Maher
*		language	Arabic	M.M. Haneen Saadoun Majeed
*		The Constitutiona l law	Public law	millimeter . Zamil Maher Baker
*		English	Teaching methods	millimeter . Manal Jodi Mahmoud
*		Mycotoxins	Agricultural sciences	millimeter . Moaz Waad Okla
*		Information systems	business management	millimeter . Anwar Ghazi Noman
*		Modern literature	Arabic Language	millimeter . Samar Ahmed Khalaf

Professional development

Orienting new faculty members

Developing a continuous desire for research, experimentation and .artistic production

.Translating ideas and feelings into artistic works

Identify the elements and foundations of plastic and theatrical visual .language

Employing plastic and performing arts materials, materials, and .techniques as a means of artistic expression
Developing the ability to analyze, interpret and issue judgments on .artistic works in both their plastic and theatrical branches

Professional development for faculty members

Scientific communication through seminars, conferences, and joint work -
.with competent cadres in similar specializations
Accessing international studies in similar departments, to develop the -
.ability to research and solve scientific problems
Engaging in acquiring modern scientific expertise and skills in the field -

Acceptance criterion .12

Admission to the college follows the central distribution system followed by the Ministry of Higher Education and Scientific Research, according to the admission form to Iraqi universities and institutes, and by balancing the .student's desire and the total he obtained
As for admission to the Department of Art Education, it is direct through more than one channel, in which the applicant is subject to a competitive .examination
As for admission to (postgraduate/master's studies) through more than one channel, the applicant must take a competitive examination for postgraduate .studies

The most important sources of information about the program .13

Link to the program on the Internet, and its applications in similar -
.universities
Training courses held by university quality and performance -
departments on the program in various institutes and colleges in
.Iraq

Program development plan .14

To achieve these goals, the Department of Art Education - Tikrit University / College of Education for Humanities - has developed a future vision that it is trying to achieve during the coming years. All members of the department participate in implementing it to raise the scientific and :artistic level and thus meet quality requirements at the following levels
First: Academic level:- Preparing the teaching staff by holding training

courses and granting them study leaves to raise the academic level, especially since the department is reaping the fruits of this approach with . most applicants completing the master's degree

Benefiting from the Ministry's annual plan in the field of scholarships and training courses for master's and post-doctoral holders outside the country to learn about the modern scientific and technical trends that .international universities have achieved

Distribution of the vocabulary of each course over a period of 30 weeks, delivered to students for follow-up implementation during the academic .year

Directing students to sources and reviewing them from the free library , college library, or external libraries, and specifying the names of .important sources and references

Requesting professors to donate a copy of their master's thesis or .doctoral thesis to the college library for the benefit of students

Relying as much as possible on e- learning in the teaching and learning .process

Updating the curricula by 15% over the previous year's vocabulary in line .with the developments and orders of the sector committee
.investment of lecture time

.Adopting scientific methods in the assessment and evaluation process

Organizing scientific trips for student elites to view exhibitions and .festivals held inside and outside the country to benefit from them

Establishing a specialized library that serves as an archive in the department, equipped with modern documentation tools (photographic cameras, films, discs, and art books of international works of art) for the .benefit of the department's students, professors, and researchers

Seeking to train the student in theatrical and visual techniques lessons in .practical workshops

Coordination with corresponding departments in Arab and international .universities to exchange experiences and information

Activating electronic communication means to exchange information .between teachers, students and researchers

Paying attention to graduate students (Master's) and directing the research that is intended to be presented in the seminar subject to the .applied aspect that aims to serve the community

Due to the privacy of education in the arts, which requires the teacher to directly supervise the student, the number of accepted students is taken . into account according to the capacity, which is constantly changing

Opening summer courses for artistic specializations (Arabic calligraphy, .(Islamic decoration, design, glass painting, oil painting, and acting

Second: The level of coordination with corresponding departments in .Iraqi and Arab universities

:Third: The level of permanent and temporary committees

.Naming and updating all committees within the department

.Periodic activation of committees

Supporting committees with requirements and means that facilitate their mission

:Fourth: Level of activities

The department holds scientific seminars and discussions on an ongoing basis

The department offers theatrical artistic activities and plastic performances before the end of both the first and second semester

Preparing for active participation in plastic exhibitions, theatrical performances, and singing in the Cultural Week, which is held by Tikrit

.University in March of each year

Holding an integrated festival with students' graduation projects in the second semester of each year, focusing on the practical aspect

Holding a seminar and workshop for students applying for the month of February of each year

Holding art exhibitions of the department's students' products in colleges and universities, urging them to participate inside and outside the university, and approaching the Artists Syndicate and Association about this

Forming a university theater group that participates in theatrical activities held by Iraqi, Arab and international universities

Submitting a study to transform the Department of Art Education into a College of Fine Arts after creating other artistic departments such as (Theatre, Fine Arts, and Design)

:Fifth: Media level

.Activating the Culture and Media Committee in the department

Coordinating with the college's media unit in donating some products, publishing activities, and sending invitations to local satellite channels

Strengthening and activating the website of the Art Education Department with activities, research, and lectures

Program skills chart

Learning outcomes required from the programme

Value				Skills				Knowledge				Essential or optional	Course Name	Course Code	Year/level
C4	C3	C2	C1	B4	B3	B2	B1	A4	A3	A2	A1	Basic			The first stage The second phase
				*								Basic	Foundations of education		
												Basic	Educational psychology		
												Basic	Arabic		
				*								Basic	English		
												Basic	Computer		
												Basic	Human rights and democracy		
	*								*			Basic	Theater history		
*				*					*	*		Basic	the art of acting		
*				*					*	*		Basic	Arabic calligraphy and Islamic decoration		
*				*					*	*		Basic	Elements of art		
*				*						*	*	Basic	Layout and colours		
				*								Basic	Developmental psychology		
				*								Basic	educational administration		
*	*	*	*						*	*		Basic	Aesthetics		
	*			*					*	*		Basic	Perspective		
*	*								*	*		Basic	History of		

appropriate means of linguistic expression and manipulation in conveying his artistic message to the recipient

The student should be able to know the - 3 verbal and non-verbal language in .conveying the message to the recipient

.Third: Emotional and value-based goals

The student's awareness of the place of -1 theater and its importance in the required .psychological structure

Recognizing the importance of theater -2 education in building the individual

Developing knowledge of the meanings -3 of verbal language, language, and movement .on stage

Working on the student's awareness of -4 the importance and role of theater in all .areas of life

Teaching and learning strategies .9

The strategy

Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Oral questions	Brain storming	The art of writing a play	Drama concept	3	the first
Class assignment	/ dictionary	The art of writing a play	Drama concept	3	the second
Oral questions	Speaking brainstorming/	The art of writing a play	A historical perspective	3	the third
Class assignment	Discussion	The art of writing a play	A historical perspective	3	the fourth
Oral questions	Speaking brainstorming/	The art of writing a play	The importance of theater in the modern school	3	Fifth
Class	Learning by	The art	The	3	VI

assignment	doing	of writing a play	importance of theater in the modern school		
Oral questions	Speaking brainstorming/	The art of writing a play	Exploring talent in playwriting	3	Seventh
Class assignment	Learning by doing	The art of writing a play	Exploring talent in playwriting	3	VIII
Oral questions	Speaking brainstorming/	The art of writing a play	Dramatization of curricula	3	Ninth
Class assignment	Discussion	The art of writing a play	Dramatization of curricula	3	The tenth
Class assignment	Learning by doing	The art of writing a play	Dramatization of curricula	3	eleventh
Oral questions	Speaking brainstorming/	The art of writing a play	Mechanisms of theatrical text for puppet and puppet theatre	3	twelveth
Class assignment	How to solve - problems	The art of writing a play	Mechanisms of theatrical text for puppet and puppet theatre	3	Thirteenth
Oral questions	Discussion	The art of writing a play	Aristotelian and epic drama	3	fourteenth
Achievement test	Exam	The art of writing a play	Exam	3	Fifteenth
Class assignment	Learning by doing	The art of writing a play	Aristotelian and epic drama	3	sixteen
Class assignment questions are oral	lecture	The art of writing a play	How to turn a story into a play	3	seventeenth
Class assignment	How to solve - problems	The art of writing a play	How to turn a story into a play	3	eighteen

Oral questions	Discussion	The art of writing a play	Elements of dramatic structure	3	nineteenth
Class assignment	Learning by doing	The art of writing a play	Elements of dramatic construction	3	The twentieth
Oral questions	Descriptive method	The art of writing a play	Dramatic elements in the theatrical text	3	21st
				3	twenty tow

Class assignment	Learning by doing	The art of writing a play	Dramatic elements in the theatrical text	3	twenty third
Oral questions	Discussion	The art of writing a play	Characteristics of theatrical text	3	twenty fourth
Class assignment	Learning by doing	The art of writing a play	Characteristics of theatrical text	3	25th
Oral questions	lecture	The art of writing a play	The importance of theater in education	3	twenty-sixth
Class assignment	Learning by doing	The art of writing a play	The importance of theater in education	3	27th
Oral questions	lecture	The art of writing a play	Characteristics of educational drama	3	Twenty-eighth
Class assignment	Learning by doing	The art of writing a play	Characteristics of educational drama	3	XXIX
Achievement test		The art of writing a play	Exam	3	thirty

Course evaluation .11

Distribution of the grade out of 100 according to the tasks assigned to the student,

.such as daily preparation, daily, oral, monthly, written exams, reports, etc

Learning and teaching resources .12

The science of the play and the art of writing it / Fouad Al-Salhi,
.Hussein Ali Haref

Required textbooks (methodology, if any)

.School Theater / Hassan Marei
Towards a classroom /
theatre/Hussein Ali Harif
The Art of Playwriting/ Lajos Agre
Children's Theater / Benifred Ward
Educational theatre/ Lina Abu

Main references (sources)

Mughli

Children's theater / cognitive
metaphors / Iman Al-Kubaisi

Academic magazine
Tikrit Journal of Education for
Humanities
Naboo Magazine
Professor magazine

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

The electronic library is available
on the Telegram application and
Facebook

Electronic references, Internet sites

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	Educational institution .1
Department of Art Education	department / center .2
Foundations of education	Course name/ code .3 millimeter. Daham Samer Maher Mustafa
My presence	Available attendance forms .4
2024-2023	Semester /year .5
60	Number of study hours (.6 (total
daham.s.maher@tu.edu.iq Email	Name of the course .7 administrator millimeter. Daham Samer Maher Mustafa
2024/20/3	Date this description was .8 prepared
	Course objectives .9
Providing the Ministry of Education with staff specialized in teaching art .education in secondary schools	-1
Enabling students to know the means of communication through which the .artistic message is delivered to students and society	-2

Enhancing students' awareness of the goals and functions of personal, -3 .personal, collective, folkloric and popular means of communication
Providing students with the skills of communication trends that occur in -4 . various fields of education and life
Introducing students to the foundations of media education that enable them -5 .to know the goals and objectives of all types of means of communication
Teaching students the theoretical foundations on which means of -6 .communication depend in their influence on recipients

Course outcomes and teaching, learning and evaluation methods .10
<p style="text-align: right;">A- Cognitive objectives</p> <p>A1- The student should be able to know the types of means of communication</p> <p>A2- The student should be familiar with the theoretical foundations that .regulate the work of means of communication</p> <p>A3- That the student realizes the importance of means of communication in .building and developing societies</p> <p>A4- That the student should be able to understand the purposes of what is published on social networking sites and the media</p> <p>A5- The student should be aware of the importance of means of communication in the process of persuading and influencing the recipient</p>
<p style="text-align: right;">.B - The skills objectives of the course</p> <p>.B1 - The student should be able to practice successful communication</p> <p>B2 - That the student be able to distinguish fake and true news provided by the means of communication</p> <p>B3 - The student should be able to use the appropriate means of communication to deliver his artistic message to the recipient</p> <p>B4- That the student be able to know the verbal and non-verbal language in .delivering the communication message to the recipient</p>
and learning methods
. method -1
. Metacognitive method -2
.Method of solving problems -3
Evaluation methods

<p>Formative or formative assessment (daily exams, class discussion, homework -1 (assignments and their follow-up, classroom calendar Personal evaluation (semester and final exams to issue differentiation -2 .(judgments between students and judgments of success and failure</p>
<p style="text-align: right;">C- Emotional and value goals</p> <p>C1- The student's awareness of the status of means of communication and .their importance in the required psychological structure C2- Identify the importance of media education for the frameworks of .communication media trends C3- Developing knowledge of the meanings of verbal language and physical .language during communication C4- Working on the student's awareness of the importance of means of .communication in all areas of life</p>
<p>and learning methods</p>
<p>Emotional goals do not depend on traditional teaching methods, because they are value-based goals that cannot be taught like cognitive goals. Therefore, the :following is adopted . The student sets a good example among those around him-1 .Forming a general category of good values -2 .Providing psychological motivation to achieve emotional goals-3</p>
<p>Evaluation methods</p>
<p>Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing her, discussing her, and following up on her relationship with the educational environment, which provides a cumulative record of her representation of the emotional and value .goals</p>
<p>D - Transferable general and qualifying skills (other skills related to employability .(and personal development . D1- Scientific dialogue and discussion skills . scientific institutions and centers .D3- Teamwork skills, especially in scientific research D4- Skills for solving educational problems using educational and psychological .programs and methods</p>

Course structure .11					
Evaluation method	Teaching method	Name of the unit /topic	Required learning outcomes	hours	the week
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom). (calendar	The -1 illocutionary . method Metacognition -2 . method How to solve -3 .problems	Educational foundations subject	Meaning of education	2	the first
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom). (calendar	The -1 illocutionary . method Metacognition -2 . method How to solve -3 .problems	Educational foundations subject	Educational goals	2	the second
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom). (calendar	The -1 illocutionary . method Metacognition -2 . method How to solve -3 .problems	Educational foundations subject	The historical basis of education	2	the third
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom). (calendar	The -1 illocutionary . method Metacognition -2 . method How to solve -3 .problems	Educational foundations subject	Education in some ancient civilizations, such as the Mesopotamian civilization	2	the fourth
Personal evaluation (semester and final exams to issue differentiation judgments between students and judgments of success and failure)	The -1 illocutionary . method Metacognition -2 . method How to solve -3 .problems	Educational foundations subject	Curriculum education system	2	Fifth
Formative or formative assessment	The -1 illocutionary	Educational foundations	Ancient libraries in	2	VI

daily exams, class) discussion, homework assignments and their follow-up, classroom (calendar	. method Metacognition -2 . method How to solve -3 .problems	subject	the Mesopota mian civilization		
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success (and failure	Electronic exam	Educational foundations subject	Monthly exam	2	Sevent h
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom (calendar	The -1 illocutionary . method Metacognition -2 . method How to solve -3 .problems	Educational foundations subject	Chinese education	2	Secon d semest er, first week
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom (calendar	The -1 illocutionary . method Metacognition -2 . method How to solve -3 .problems	Educational foundations subject	Old school education system	2	the secon d
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success (and failure	The -1 illocutionary . method Metacognition -2 . method How to solve -3 .problems	Educational foundations subject	Examinatio n system in Chinese civilization	2	the third
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom (calendar	The -1 illocutionary . method Metacognition -2 . method How to solve -3 .problems	Educational foundations subject	Greek education	2	the fourth
Formative or formative assessment daily exams, class) discussion,	The -1 illocutionary . method Metacognition -2	Educational foundations subject	Education system in Athens	2	Fifth

homework assignments and their follow-up, classroom .(calendar	. method How to solve -3 .problems				
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 . method How to solve -3 .problems	Educational foundations subject	The development of ethnic education	2	VI
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	. Electronic	Educational foundations subject	Monthly exam	2	Seventh
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	The -1 illocutionary . method Metacognition -2 . method How to solve -3 .problems	Educational foundations subject	Education in the Middle Ages	2	VIII
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 . method How to solve -3 .problems	Educational foundations subject	The education system in the Middle Ages	2	Ninth
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 . method How to solve -3 .problems	Educational foundations subject	The ruling classes and political renaissances of this era	2	The tenth
Formative or formative assessment daily exams, class) discussion, homework assignments and their	The illocutionary - . method Metacognition -2 . method How to solve -3 .problems	Educational foundations subject	School political thought	2	eleventh

follow-up, classroom calendar					
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom calendar	The illocutionary - . method Metacognition -2 . method How to solve -3 .problems	Educational foundations subject	Arab Islamic education	2	twelfth
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom calendar	The illocutionary - . method Metacognition -2 . method How to solve -3 .problems	Educational foundations subject	Arab education in the pre-Islamic era	2	Thirteenth
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom calendar	. method Metacognition -2 . method How to solve -3 .problems	Educational foundations subject	Arab education after the emergence of Islam	2	fourteenth
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom calendar	. method Metacognition -2 . method How to solve -3 .problems	Educational foundations subject	The stage of progress and prosperity	2	Fifteenth
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom calendar	The -1 illocutionary . method Metacognition -2 . method How to solve -3 .problems	Educational foundations subject	The stage of decline and dissolution	2	sixteenth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	Electronic exam	Educational foundations subject	Monthly exam	2	seventeenth

	Infrastructure .12	
	The basic educational curriculum for the introduction to the foundations of education	Required prescribed -1 books
	Source - Methods of Teaching Social Studies by Dr. Dr. Fakhri (2012) Rasheed	Main references -2 (sources)
	The book “The Mediator in the History of the Arabs Before Islam” by Dr. (Hashim Yahya Al-Mallah) The book of Islamic systems by Dr. Munir Hamid Al-Bayati, first .edition in 1994	Recommended books and references (scientific journals , (...,reports
	Educational lectures approved by Google	B - Electronic references, ...Internet sites

Course development plan .13	
<p>Scientific communication through seminars, conferences, and joint work with - .competent cadres in similar specializations</p> <p>Accessing international studies in similar departments, to develop the ability to - .research and solve scientific problems</p> <p>Engaging in acquiring modern scientific expertise and skills in the field of modern - .technical communication</p> <p>Searching for everything new in the field of means of communication in libraries - .and reputable international magazines</p>	

Decoration (Arabic) Course description form

Course name .1	
Line Arabi And the decoration Islamic	
Course code .2	
Semester/year .3	
2024 -2023	
The date this description was prepared .4	
2023/22/10	
Available forms of attendance .5	
My presence	
Number of study hours (total) / number of units (total) .6	
90	
Name of the course administrator (if more than one name is mentioned) .7	
dr.amiral.salami@tu.edu.iq : Name: Prof. Dr. Amer Salem Obaid Email	
Course objectives .8	
<ul style="list-style-type: none"> • Replenish Ministry Education With angels Specialized in teaching material Education Artistic in Schools high . school • Enable Students from knowledge Line Arabi And the decoration Islamic And a receipt His message Artistic . to Students And society • Strengthen Realization Students With goals And jobs Line Arabi And the decoration Islamic Educational And artistic And . psychological And social gain Students skills Line • Arabi And the decoration . Islamic identification Students Basis 	<p style="text-align: center;">Objectives of the study subject</p>

<p>Line Arabi And the decoration Islamic that Empower them from . knowledge all Its types education Students With • foundations the theory that He depends on her Line Arabi And the decoration Islamic And how Employ it To . influence on Recipients</p>	
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Teaching and learning strategies .9

<p>. method Illocutionary -1 . road what behind Knowledge -2 . road Solution the problems -3</p>	The strategy
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Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	The origins and development of writing	3	the first
Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Materials used in writing before the) (era of paper	3	the second
Formative or formative assessment daily exams,) class	The -1 illocutionary . method -2 Metacognition	Arabic calligraphy and Islamic decoration	Figure (clay (tablets	3	the third

discussion, homework assignments and their follow-up, classroom .(calendar	.method Method of -3 solving .problems				
Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Parchment and leather	3	the fourth
Personal evaluation semester and) final exams to issue differentiation judgments between students and judgments of success and .(failure	electronic	Arabic calligraphy and Islamic decoration	papyrus	3	Fifth
Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Paper and the impact of its manufacture on intellectual life	3	VI
Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up,	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	History of Arabic writing	3	Seventh

classroom (calendar					
Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom (calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Arabic calligraphy in early Islam	3	VIII
Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom (calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Arabic calligraphy in the Umayyad era	3	Ninth
Personal evaluation semester and) final exams to issue differentiation judgments between students and judgments of success and (failure	electronic	Arabic calligraphy and Islamic decoration	Arabic calligraphy in the Abbasid era	3	The tenth
Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom (calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	The most famous calligrapher of the Abbasid era (Ibn Muqla)	3	eleventh
Formative or formative assessment	The -1 illocutionary . method	Arabic calligraphy	Son of the doorman	3	twelveth

daily exams,) class discussion, homework assignments and their follow-up, classroom (calendar	-2 Metacognition .method Method of -3 solving .problems	and Islamic decoration			
Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom (calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Yaqut Al- Mustasami	3	Thirteenth
Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom (calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Contemporary calligraphers	3	fourteenth
Personal evaluation semester and) final exams to issue differentiation judgments between students and judgments of success and (failure	electronic	Arabic calligraphy and Islamic decoration	Monthly exam	3	Fifteenth
Formative or formative assessment daily exams,) class discussion, homework assignments	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving	Arabic calligraphy and Islamic decoration	Aestheticism in Arabic calligraphy	3	First - Chapter Two

and their follow-up, classroom .(calendar	.problems				
Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Terms of beautiful calligraphy	3	the second
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Types of Arabic calligraphy	3	the third
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	koufi font	3	the fourth
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Thuluth line	3	Fifth
	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Naskh line	3	VI

	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Persian calligraphy	3	Seventh
Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom (calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Line vamp	3	VIII
Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom (calendar	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Diwani calligraphy	3	Ninth
Personal evaluation semester and) final exams to issue differentiation judgments between students and judgments of success and (failure	electronic	Arabic calligraphy and Islamic decoration	Training in writing letters in Kufic script	3	The tenth
Formative or formative assessment daily exams,) class discussion, homework assignments	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving	Arabic calligraphy and Islamic decoration	Basic principles in the rules of decoration	3	eleventh

and their follow-up, classroom .(calendar	.problems				
Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Geometric decorations	3	twelveth
Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Botanical motifs	3	Thirteenth
Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Arabic calligraphy and Islamic decoration	Animal motifs	3	fourteenth
Personal evaluation semester and) final exams to issue differentiation judgments between students and judgments of success and .(failure	electronic	Arabic calligraphy and Islamic decoration	Monthly exam	3	Fifteenth

Course evaluation .11

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

Learning and teaching resources .12

Line Arabi His upbringing And its development / fair Al-Alusi	Required textbooks (methodology, if any)
photographer Line Al-Arabi / Hashem Mohammed Calligrapher	Main references (sources)
magazine researcher Artistic Reports And research Artistic	Recommended supporting books and references (scientific journals, reports...)
Sites Arts the date on application Elvis With you	Electronic references, Internet sites

Course description form

Course name .1

Tikrit University / College of Education for Human Sciences / Department of Art Education

Course code .2

Theater history

Semester /year .3

2024/2023

The date this description was prepared .4

2023/20/10

Available forms of attendance .5

My presence

Number of study hours (total) / number of units (total) .6

60

Name of the course administrator (if more than one name is mentioned) .7

Email . Yassen Faraj Yassin: Name: Prof. Dr: yassen.faraj@tu.edu.iq

Course objectives .8

providing the Ministry of Education with staff specialized in teaching art education in secondary schools	Objectives of the study subject
Enabling students to know the history of theater	
enhancing students' awareness of the goals and functions of theater to convey the message	
providing students with theater skills in various fields of education and life	
introducing students to the foundations of artistic education that enable them to know the goals and objectives of theater	
providing students with the theoretical foundations on which theater depends and its impact on recipients	

Teaching and learning strategies .9

1- . method Illocutionary 2- . method 3- .Method of solving problems	The strategy
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Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required	hours	the week
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			learning outcome s		k
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	How did theater ?arise	2	the first
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Greek drama	2	the second
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Tragedy	2	the third
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Aeschylus	2	the fourth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of .(success and failure	electronic	Theater history	Sophocles	2	Fifth
Formative or formative assessment (daily exams, class discussion,	Method -1 . Illocutionary Metacognition -2 . method How to solve -3	Theater history	Euripides	2	VI

homework assignments and their follow-up, .(classroom calendar	.problems				
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Comedy and comedy	2	Seventh
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Roman Theater	2	VIII
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Popular comedy mimos) (2	Ninth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of .(success and failure	electronic	Theater history	The stage in the : church	2	The tenth
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Morality plays	2	eleventh
Formative or formative assessment (daily exams, class discussion,	Method -1 . Illocutionary Metacognition -2 . method How to solve -3	Theater history	plays Commas The comic	2	twelfth

homework assignments and their follow-up, .(classroom calendar	.problems				
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Theater in Italy	2	Thirteenth
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Theater in the Renaissance	2	fourteenth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of .(success and failure	electronic	Theater history	Comedy And the tragedy in Italy	2	Fifteenth
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	The play Rural And the opera	2	First - Chapter Two
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, .(classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	The stage in France	2	the second
Formative or formative assessment (daily exams, class discussion,	The way - . Illocutionary Metacognition -2 . method How to solve -3	Theater history	The stage in England	2	the third

homework assignments and their follow-up, classroom calendar	.problems				
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar	The way - . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Romantic direction	2	the fourth
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar	The way - . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	The play The good one Made	2	Fifth
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar	method Illocutionary . Metacognition -2 . method How to solve -3 .problems	Theater history	the movement The play in beginning Century VIII ten	2	VI
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar	method Illocutionary . Metacognition -2 . method How to solve -3 .problems	Theater history	realism	2	Seventh
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Natural	2	VIII
Formative or formative assessment (daily	Method -1 . Illocutionary Metacognition -2	Theater history	Symbolism	2	Ninth

exams, class discussion, homework assignments and their follow-up, (classroom calendar	. method How to solve -3 .problems				
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of (success and failure	electronic	Theater history	Expressi onism	2	The tenth
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, (classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	Theater in the Arab world	2	eleve nth
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, (classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	The beginnin g of theater in Lebanon	2	twel veth
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, (classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	The beginnin g of theater in Syria	2	Thirt eent h
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, (classroom calendar	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Theater history	The beginnin g of theater in Egypt	2	fourt eent h
Personal evaluation semester and final) exams to issue	electronic	Theater history	The beginnin	2	Fifte nth

differentiation judgments between students and judgments of .(success and failure			g of theater in Iraq		
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Course evaluation .11

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

Learning and teaching resources .12

Theater history books	Required textbooks (methodology, if any)
Theater history research	references (sources)
Researcher Magazine in Theater History	Recommended supporting books and references (scientific journals, reports...)
The library is available on the Internet	Electronic references, Internet sites

Course description form

Course name .1					
Layout and colours					
Course code .2					
Layout and colours					
Semester/year .3					
2024 - 2023					
The date this description was prepared .4					
2024/21/3					
Available forms of attendance .5					
My presence					
Number of study hours (total) / number of units (total) .6					
120					
Name of the course administrator (if more than one name is mentioned) .7					
: Name: Prof. Osama Adnan Ali			Email osamah.aljebory@tu.edu.iq		
Course objectives .8					
<ul style="list-style-type: none"> • development Capabilities Outputs .Universities in area the art • Enable Learner from Planning And coloring In colours Watercolor on . according to Steps Academy • Strengthen Realization Educated people With importance Planning And coloring . In colours Water 			Objectives of the study subject		
Teaching and learning strategies .9					
			The strategy		
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The .1 illocutionary . method Metacognition .2 .method Method .3 .Problem Solving	Introducing the materials and raw materials required for planning	That the student can know the .trends of art education That the student can know the importance of art education and its .objectives The student should be able to perform various types of artistic .works	4	1

Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The .1 illocutionary . method Metacognition .2 .method How to solve .3 .problems	Introducing the materials and raw materials required for planning	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	2
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	illocutionary . method Metacognitive .method Method of . solving .problems	Introducing the materials and raw materials required for planning	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	3
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	illocutionary . method Metacognitive .method How to solve .problems	Exercises in drawing types of lines and their directions	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	4
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Exercises in drawing types of lines and their directions Exercises in planning three-dimensional geometric shapes (study of shadow (and light	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	5
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Exercises in planning three-dimensional geometric shapes (study of shadow (and light	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	6
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Exercises in still life planning	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	7

Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Exercises in still life planning	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	8
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Exercises in planning and studying the human face	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	9
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Exercises in planning and studying the human face	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	10
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Exercises in planning and studying the human body	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	11
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Exercises in planning and studying the human body	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	12
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Exercises in landscape planning and study	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	13
Formative or formative assessment (daily	The -1 illocutionary . method	Exercises in landscape planning and	The student should be able to know - .the trends of art education The student should be able to -	4	14

exams, class discussion, homework assignments and their follow-up, classroom .(calendar	Metacognition -2 .method Method of -3 solving .problems	study	understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works		
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Practical exam	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	15
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Introduction to the materials and raw materials required for watercolor painting	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	16
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Introduction to the materials and raw materials required for watercolor painting	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	17
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Drawing a color circle in watercolor	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	18
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	A study in watercolor painting techniques	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	19
Formative or formative assessment (daily exams, class discussion, homework	The -1 illocutionary . method Metacognition -2 .method Method of -3	A study in watercolor painting techniques	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to -	4	20

assignments and their follow-up, classroom .(calendar	solving .problems		perform various types of artistic .works		
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Drawing three-dimensional geometric shapes in watercolor	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	21
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Painting still life in watercolor	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	22
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Painting still life in watercolor	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	23
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 . method Method of -3 solving .problems	Drawing a human face in watercolor	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	24
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Drawing a human face in watercolor	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	25
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Drawing the human body in watercolor	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	26

Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Drawing the human body in watercolor	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	27
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Landscape painting in watercolor	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	28
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Landscape painting in watercolor	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	29
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar	The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems	Practical exam	The student should be able to know - .the trends of art education The student should be able to - understand the importance of art .education and its objectives The student should be able to - perform various types of artistic .works	4	30

Course evaluation .11

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

Learning and teaching resources .12

book Planning And colors For Kazem Haider / University Baghdad / College . Arts the beautiful

Required textbooks (methodology, if any)

Books Related By planning And drawing In colours Watercolor Arabic And foreign	Main references (sources)
Books Related By planning And drawing In colours Watercolor Arabic And foreign	Recommended supporting books and references (...scientific journals, reports)
Channels Artists in Youtube And competent With education Planning And drawing In colours Watercolor	Electronic references, Internet sites

model a description The decision

1. Name The decision	
crimes party Resurrection Defunct	
2. Symbol The decision	
M. M Arabism slave God Hussein	
3. Semester/ year	
2023-2024	
4. Date Preparation this the description	
2/12/2024	
5. Forms the audience Available	
My presence	
6. Number hours Academic(total)/ number Units(total)	
60	
7. Noun responsible The decision Academic(if more from name Mentioned)	
Name: .M M. Arabism slave God Hussein Email: oraba- abdallah@tu.edu.iq	
8. Goals The decision	
<ul style="list-style-type: none"> Gain Students be informed Vocabulary crimes party Resurrection Defunct more And expression And talk Braim party Resurrection Defunct And violations Really Iraqis. to learn Students Skill Learning And the casting And a receipt The information The correct 	Goals Subject Scholarship

<p>one</p> <ul style="list-style-type: none"> to learn rules Laws International For defense on rights Iraqis. to learn Skill Listening. 	
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9. Strategies education And learning

<p>1- Strategy education Planning Concept Cooperative.</p> <p>2- Strategy education Storming Mental.</p> <p>3- Strategy education series Notes</p>	The strategy
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10. Structure The decision

road Evaluation	road Learning	name Unit or the topic	Outputs Learning required	hours	the week
Exams weekly And monthly And daily And editorial And an exam end the year.	to explain		Gain Students be	2	1
	Subject		informed	2	2
	Scientific		Vocabulary crimes	2	3
	According to		party Resurrection	2	4
	Curriculum		Defunct more And	2	5
	The follower		expression And talk	2	6
	.		With all what	2	7
	urge		happened For Iraq	2	8
	Students on		from Woes And my	2	9
	Share		tragedy For Iraq.	2	10
	Interactive.		to learn Students	2	11
	to explain		Diction And art	2	12
	Threads for		Public speaking To	2	13
	every		deliver all what he	2	14
			from Like him that	2	15
		It is clear all what			
		Chest Really Iraqis			
		from crimes And			
		wars And woes			
		And my tragedy			

	Theme by Students And engage Larger Saucepan maybe from Students.		And he was tempted because of Governments Defunct.		
--	---	--	--	--	--

11. Evaluation The decision	
Exam the chapter the first And it is divided to Exam Monthly And two days(25) and an exam the chapter the second Divides to Exam Monthly And my day(25) and it will be the exam Final From(50).	
12. Sources Learning And teaching	
book crimes party Resurrection Defunct	Books decided Required(methodology that Found)
books Courses from Ministry Such as book party Resurrection Defunct.	the reviewer Home(Sources)
	Books And references chock that recommend In it(magazines Scientific,

	reports...)
	the reviewer Electronic, websites The Internet

Course Description Form

1. Course Name:

Information Technology subject

2. Course Code:

Moath Waad Akla

3. Semester / Year:

2023-2024

4. Description Preparation Date:

2022/10/2

5. Available Attendance Forms:

Presence

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

60

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

Name: Moath Waad Akla Email: muaath.w.aoklh@tu.edu.iq

8. Course Objectives

Course Objectives

- Providing the Ministry of Education with staff specialized in teaching computer subject in secondary schools.... Providing the Ministry of Education with staff specialized in teaching computer subject in secondary schools....
- Providing students with technology skills that are applicable in various fields of education and life.
- Teaching students the theoretical foundations on which the manufacture and discovery of the types of computers in the world depend

9. Teaching and Learning Strategies

Strategy

- 1-Electronic lectures via electronic classes, including video lectures and presentations
- 2-Use thinking strategy
- 3-Brainstorming method

10. Course Structure

Week	Hours	Outcomes	Required Learning	Learning		Evaluation
				name	method	
first	2	Computer basics	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.		Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Second	2	The development of computer generations	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.		Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Third	2	Electronic computer	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.		Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Fourth	2	Classification of computers	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.		Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Fifth	2	Monthly exam	Computer	Presence		Personal evaluation (semester and final exams to issue differentiation judgments between students and judgments of success and failure).
Sixth	2	Computer's components	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.		Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Seventh	2	Keyboard sections	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.		Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Eighth	2	System parts	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.		Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Ninth	2	Types of memory	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.		Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
tenth	2	Monthly exam	Computer	Presence		Personal evaluation (semester and final exams to issue differentiation judgments between students and judgments of success and failure).
eleventh	2	Software entity	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.		Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
twelveth	2	Computer platform	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.		Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

Thirteenth	2	Factors to consider when purchasing a computer	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
fourteenth	2	Personal computer features	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Fifteenth	2	Monthly exam	Computer	Presence	Personal evaluation (semester and final exams to issue differentiation judgments between students and judgments of success and failure).
first	2	Computer security	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Second	2	Computer security	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Third	2	Computer licenses	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Fourth	2	Electronic hacking	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Fifth	2	Monthly exam	Computer	Presence	Personal evaluation (semester and final exams to issue differentiation judgments between students and judgments of success and failure).
Sixth	2	Computer viruses	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Seventh	2	Computer harm to health	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Eighth	2	Operating Systems	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Ninth	2	Monthly exam	Computer	Presence	Personal evaluation (semester and final exams to issue differentiation judgments between students and judgments of success and failure).
tenth	2	Classification of operating systems	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
eleventh	2	New features in Windows	Computer	1-The illocutionary method. 2- Metacognition method.	Formative or formative assessment (daily exams, class discussion, homework

				3-Method of solving problems.	assignments and their follow-up, classroom calendar).
twelveth	2	Desktop components	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Thirteenth	2	Folders and files	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
fourteenth	2	Control panel keys	Computer	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
Fifteenth	2	Monthly exam	Computer	Presence	Personal evaluation (semester and final exams to issue differentiation judgments between students and judgments of success and failure).

.11 Course evaluation

The grade is distributed out of 100 according to the tasks assigned to the student. The first semester is from 25. The student takes a monthly exam from 20 and five marks for attendance, participation and writing reports. The second semester is similar to the first semester. The student's annual endeavor becomes from 50. The student takes a practical exam from 15 and a final from 35.

.12 Learning and teaching resources

Required textbooks (methodology, if any)	Methodical book of the Ministry of Higher Education, Part 1 and Part 2 For the first stage (computer basics and office applications, Part One)
Main references (sources)	Methodical book of the Ministry of Higher Education, Part 1 and Part 2 For the first stage (computer basics and office applications, Part One)
Recommended supporting books and references	Electronic lectures based on specialized websites
Electronic references, Internet sites	Windows 10 operating system, the American company Microsoft, the company's official website www.microsoft.com

Course Description Form

1. Course Name:

Democracy and human rights

2. Course Code:

Zamil Maher Khabbaz

3. Semester / Year:

2023-2024

4. Description Preparation Date:

1/ 10/ 2023

5. Available Attendance Forms:

Presence

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

30

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

Name: Zamil Maher Khabbaz

Email:

zamil.m.khabbaz@tu.edu.iq

8. Course Objectives

Course Objectives

Preparing a generation aware of human rights and public

.....

freedoms

.....

- Developing the cultural level and increasing awareness

- Keeping the student abreast of the experiences of other nations in the field of human rights

- Informing students of the most important international conventions, treaties and instruments concerned with human rights

- Informing students of the constitutional articles guaranteeing public rights and freedoms.

- Teaching the student about his rights and freedoms, ways to guarantee and protect them, and the limits of these rights

Enabling students to understand the importance of education and its role in spreading the culture of human rights and democracy in building a civilized society based on good governance, the most important components of which are belief in human rights, education on them, and active participation in governance through free and fair elections.

- Developing the student's analytical and critical skills regarding the reality and future of human rights and democracy

9. Teaching and Learning Strategies

Strategy	1- Method of giving lectures 2- Student groups 3- Workshops 4- Reports and studies 5- Use available means of clarification in topics that require it 6- Attendance 7- Using the role-playing method (classroom or attendance only) to address and explain some of the subject's vocabulary 8- Writing analytical papers on or outside the subject's vocabulary that are directly related to the topics of human rights and democracy.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	1	Concept and importance	Introduction to human rights and their divisions	Lectures	tests and reports
the second	1	Concept and importance	Human rights in ancient civilizations	Lectures	tests and reports
the third	1	Concept and importance	Human rights in heavenly laws (Christianity and Judaism)	Lectures	tests and reports

the fourth	1	Concept and importance	Human rights in Islamic law	Lectures	tests and reports
Fifth	1	Concept and importance	Internal human rights guarantees - constitutional guarantees	Lectures	tests and reports
six	1	Concept and importance	Internal human rights sources - judicial guarantees	Lectures	tests and reports
Seventh	1	Concept and importance	Human rights guarantees in Islamic law	Lectures	tests and reports
Eighth	1	Concept and importance	International human rights guarantees - the role of the United Nations Charter in protecting human rights	Lectures	tests and reports
Ninth	1	Concept and importance	International human rights guarantees - the role of the European Convention in protecting human rights	Lectures	tests and reports
tenth	1	Concept and importance	International human rights guarantees - the role of the American Convention in protecting human rights	Lectures	tests and reports
eleventh	1	Concept and importance	The African Charter on Human Rights and the Arab Charter on Human Rights	Lectures	tests and reports
twelveth	1	Concept and importance	The future of human rights and the impact of technological progress on it	Lectures	tests and reports

Thirteenth	1	Concept and importance	Political parties and human rights	Lectures	tests and reports
fourteenth	1	Concept and importance	The role of media and education in the field of human rights	Lectures	tests and reports
Fifteenth	1	presence	Monthly exam	Lectures	tests and reports
sixteen	1	Concept and importance	Children's rights - children's rights in Islam	Lectures	tests and reports
seventeenth	1	Concept and importance	Children's rights in the 1989 International	Lectures	tests and reports
eighteen	1	Concept and importance	Other international and regional agreements on human rights	Lectures	tests and reports
nineteenth	1	Concept and importance	The roots of the concept of democracy and its development	Lectures	tests and reports
The twentieth	1	Concept and importance	Definition of the concept of democracy	Lectures	tests and reports
twenty one	1	Concept and importance	Democracy between universality and privacy	Lectures	tests and reports
twenty tow	1	Concept and importance	Forms of democracy/direct democracy	Lectures	tests and reports
twenty three	1	Concept and importance	Indirect democracy	Lectures	tests and reports
twenty four	1	Concept and importance	Parliament	Lectures	tests and reports
twenty fife	1	Concept and importance	The concept of election and its legal adaptation	Lectures	tests and reports

twenty six	1	Concept and importance	The electorate	Lectures	tests and reports
twenty seven	1	Concept and importance	Organizing the election process and electoral systems	Lectures	tests and reports
twenty eight	1	Concept and importance	Majority system and proportional representation system	Lectures	tests and reports
twenty nine	1	Concept and importance	Interest representation system- Optional and compulsory voting	Lectures	tests and reports
thirty	1	presence	Monthly exam	Lectures	tests and reports

.11Course evaluation

- The first semester exam is divided into a monthly exam + a daily exam (25 marks)
- 2- The second semester exam is divided into a monthly exam + a daily exam (25 marks)
- 3- Final exam (50 marks)

.12Learning and teaching resources

Required textbooks (methodology, if any)	Human Rights, Children and Democracy, Maher Saleh Allawi et al., 2009
Main references (sources)	Guarantees for the effective protection of human rights, Professor Dr. Maher Saleh Allawi, 2018
Recommended supporting books and references	Protecting human rights during the implementation stage of criminal judgments - a comparative study, Dr. Abdul Aziz Muhammad Mohsen
Electronic references, Internet sites	Websites specialized in the field of human rights

Course description form

Course name .1	
Arabic language subject	
Course code .2	
M.M. Haneen Saadoun Majeed	
Semester /year .3	
2023-2024	
The date this description was prepared .4	
2023/2/10	
Available forms of attendance .5	
My presence	
Number of study hours (total) / number of units (total) .6	
60	
Name of the course administrator (if more than one name is mentioned) .7	
haneen.s.majeed@tu.edu. Iq	. Name: Haneen Saadoun Majeed
Course objectives .8	
Helping students develop sound reading and .writing skills Helping students to form correct sentences in terms of grammar and ... ,spelling Create their motivation to carry out .linguistic tasks Developing students' attitudes towards literary appreciation and language skills Developing sound and eloquent writing and reading skills	Objectives of the study subject
Teaching and learning strategies .9	
Method of giving lectures Totals Students Workshops the job Reports And studies	The strategy

Use means Clarification Available in Threads that require that

Attendance -6

Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Tests and reports	a lecture	Literary Topics 1- Surah Al-Kahf (Qur'anic text)		2	1
Tests and reports	Dialogue method Group -2 discussion method	Amr bin -2 Kulthum/ignorant		2	2
Tests and reports	Dialogue method	Al-Mutanabbi / -3 Abbasi		2	3
Tests and reports	Group -2 discussion method	Al- Jawahir / -4 Hadith		2	4
Tests and reports	Dialogue method	Al--5 Mutanabbi/Abbasi		2	5
Tests and reports	Group -2 discussion method	Al- -6 Sayyab/Hadith		2	6
Tests and reports	Dialogue method	Nazik/Hadith -7		2	7
Tests and reports				2	8
Tests and reports	and discussion method	Grammatical topics The nominal -1 and verbal sentence		2	9
Tests and reports	and discussion method	The subject or -2 predicate		2	10
Tests and reports	and discussion method	Nawasikh-3		2	11

Tests and reports	and discussion method	Original and -4 secondary parsing marks		2	12
Tests and reports	and discussion method	Number and its provisions		2	13
Tests and reports	and discussion method	Positive nouns		2	14
Tests and reports	and discussion method	Morphological topics Derivatives -1 exchange balance		2	15
Tests and reports	Lecture method	Spelling topics Deletion and -1 addition		2	16
Tests and reports	Lecture method	Hamza and its -2 rulings		2	17
Tests and reports	Lecture method	punctuation marks		2	18

Course evaluation .11

evaluation The decision

Exam the chapter the first And divided to Exam Monthly + exam Daily (25 - 1
(degrees

Exam the chapter the second And divided to Exam Monthly + exam Daily (25 -2
(degrees

Final exam (50 marks) -3

Learning and teaching resources .12

General Arabic is required

Required textbooks (methodology, if any)

for non-specialized departments	
Mosque of Arabic Lessons/Mustafa Al-Ghalayini The Science of Arabic Writing / Ghanem Qadouri Al-Hamad	references (sources)
Explanation of Ibn Aqeel Collector of Arabic lessons Clear dictation	Recommended supporting books and references (scientific journals, reports...)
Al-Nour Library, Al-Waqfiya Library, websites specialized in the .field of the Arabic language	Electronic references, Internet sites

Course description form

Course description

This course description provides a necessary summary of the most important characteristics of the course, the course outcomes, and the learning outcomes expected of the student to achieve, demonstrating whether he .has benefited from the available learning opportunities. It must be linked to the program description	
Tikrit University - College of Education for Human Sciences	1. Educational institution
Art education	2. scientific department
Educational psychology	3. Course name/code millimeter . Daham Samer Maher Mustafa
My presence	4. Available attendance forms
2023 -2024	5. Semester/year
hours 60	6. Number of study hours (total)
Email daham.s.maher@tu.edu.iq	7. Name of the course administrator millimeter . Daham Samer Maher Mustafa
3/20/2024	8. The date this description

	was prepared
For the student to become familiar with the concept of educational .and study its history ,psychology	9. Course objectives
and how to For the student to know the meaning of educational objectives .and transform them into educational objectives formulate them	
That the student understands the meaning of memory, its nature, and its .role in teaching	
For the student to recognize the importance of motivation in learning in the field of educational psychology	
The student gets to know the meaning of the transfer of the learning effect and its educational applications	
For the student to recognize and understand the meaning of the concept and its relationship to scientific thinking and creative thinking	
For the student to know the meaning of feedback, its types, and its .importance for the teacher and learner	
The student gets to know learning theories and their educational .applications	
.The student understands the factors affecting learning	
The student gets to know the skills and habits and how to acquire them .and benefit from them in learning	

Course outcomes and teaching, learning and evaluation methods -10

i- Cognitive objectives

A1- That the student becomes familiar with the concept of educational psychology and its areas of interest and study

A2- The student should know the meaning of educational objectives, classify them, and transform them into educational objectives

A3- The student should know the meaning of feedback, its types, and its importance to the teacher

.A4- That the student becomes familiar with learning theories and their educational applications

.A5- That the student understands the factors affecting learning

A6- That the student learns about skills and habits and how to acquire them and benefit from them in learning

ب- skills objectives

.B1- To be skilled in using innovative and creative thought when expressing

.B2- To be able to explain, interpret, analyze and criticize what he reads and hears

.B3- He must be skilled in dealing with the topic he is speaking about

.B4- To be able to discuss and present ideas well

Teaching and learning methods

**How to solve problems -
Cooperative learning method -**

Evaluation methods

.Tests (weekly and monthly), in addition to each student preparing research papers on the lecture topic -

C- Emotional and value goals

<p>C1- Creating student motivation by linking the basic principles and concepts in educational psychology to the .needs and interests of the student and society</p> <p>C2- Developing student attitudes towards creating motivation among learners by linking educational goals to .the needs, interests, and nature of learning and society</p> <p>C3- Developing and developing ethical and objective attitudes and values related to the concepts and fields of .educational psychology and helping the student to bear the responsibility of conveying knowledge To the learners</p> <p>.C4- To have the ability to discuss or dialogue on the basis of objectivity and logic</p>						
Teaching and learning methods						
Evaluation methods						
<p>.General and qualifying transferable skills (other skills related to employability and personal development) -10</p> <p>D1- Encouragement Students on Dealing with Materials Educational different in a light skills Artistic And . technology suitable</p> <p>D 2- Development Capabilities Students on analysis Content Educational To get to know on skills Thinking And . skills Solution the problems</p> <p>. D 3- Development Capabilities Students on design Offers For skills Thinking</p> <p>. D 4- Capacity on production means Certain To teach skills Thinking In language English</p> <p>. D 5- Capacity on evaluation Processes displayed Before Students</p>						
Course structure .11						
	Evaluation method	Teaching method	Name of the unit or topic	Required learning outcomes	hours	the week
	Asking	Dialogue	science	Learn about the meaning of	2	the first

	questions And the answer to it is from requester	and discussion	self Educational And its development	educational psychology		
	=	=	Objectives Educational	The student should be able to formulate behavioral objectives and formulate a question that achieves the objective	2	the second the third the fourth
is the first exam for the first semester The fifth						
	=	=	memory Her theories And its role In teaching	Learn about memory and its theories	2	VI
	=	=	=	=	2	Seventh
	=	=	Forgetting	Learn about forgetting and its theories	2	VIII
	=	=	=	=	2	Ninth

The tenth

= = Eleventh 2 Identify the transfer of the learning effect. The transfer of the learning effect

Twelfth, second exam, first semester

= = Thirteenth 2 Identify the role of motivation in the motivation process

Fourteenth learning

Fifteenth

= Sixteenth 2 Learn the meaning of the concept, creative and scientific thinking, concepts and their relationship

=

**Seventeenth: Scientific and creative thinking
eighteen**

= = Nineteen 2 Learn the meaning of feedback Feedback

= = = = Twenty 2

The first week, the first exam, the second semester

Twenty

= = The twenty-second week: Getting to know education theories. Education theories

= = = = The twenty-third week

= = = = The twenty-fourth week

= = The twenty-fifth week: Identifying the factors affecting learning. Factors affecting learning

= = = = The twenty-sixth week

The twenty-seventh week, learning about individual differences, individual differences and their impact on

= = learning

= = = = The twenty-eighth week

The twenty-ninth week, the second exam of the second semester

= = The thirtieth week: learning about skills and habits, skills and habits, and how to acquire them

= = = = The thirty-first week

= = Week Thirty-Two: Getting to know the meaning of the types of learning. Types of learning



Infrastructure -12	
Basics of educational psychology	1- Required prescribed books
Educational psychology Cognitive psychology Learning theories	2- Main references (sources)
nothing	3- Recommended books and references (scientific (... ,journals, reports
nothing	4- Electronic references, ...Internet sites

Course development plan -13

- **Workshops, seminars and conferences and benefiting from their recommendations**

Course description form

Course name .1	
Elements of art	
Course code .2	
Semester/year .3	
2024 - 2023	
The date this description was prepared .4	
2023/22/10	
Available forms of attendance .5	
My presence	
Number of study hours (total) / number of units (total) .6	
60	
Name of the course administrator (if more than one name is mentioned) .7	
dr.amiral.salami@tu.edu.iq: Name : A. M . Dr Amer Salem Slaves	Email
Course objectives .8	
<ul style="list-style-type: none"> • development Capabilities • Outputs Universities in area . the art • Enable Learner on knowledge Elements the art . according to Steps Academy • Strengthen Realization Educated people With . importance Elements the art more effectiveness Teaching • from during election means . And methods Successful Strengthen spirit search And • . exploration I have Students development Thinking • . Creative For learners 	Objectives of the study subject
Teaching and learning strategies .9	
Lecture . (delivery) -1	The strategy

. Learning By work -2

. Storming Mental -3

Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
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Daily testing	lecture	Art elements	Concept art	2	1
Daily testing	Brainstorming	Art elements	Art in caves	2	2
Daily testing	lecture	Art elements	Line	2	3
Daily testing	lecture	Art elements	the color	2	4
Daily testing	Discussion	Art elements	Color sources	2	5
Daily testing	lecture	Art elements	Color classification	2	6
Semester exam	Exam	Art elements	Exam	2	7
Daily testing	Learning by doing	Art elements	Planning to color the artwork	2	8
Daily testing	Learning by doing	Art elements	Color harmony	2	9
Daily testing	Learning by doing	Art elements	The symbolic and expressive connotations of colors	2	10
Daily testing	Learning by doing	Art elements	Mixing in pigments	2	11
Daily testing	Brainstorming	Art elements	Addition of colours	2	12

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Daily testing	Brainstorming	Art elements	Figure "Artistic "composition	2	13
Daily testing	Brainstorming	Art elements	Shape and body	2	14
Semester exam	Exam	Art elements	Exam	2	15
Daily testing	a lecture	Art elements	Form and content	2	16
Daily testing	a lecture	Art elements	Classification of shapes	2	17
Daily testing	a lecture	Art elements	Types of shapes	2	18
Daily testing	Discussion	Art elements	The relationships that arise between shapes	2	19
Daily testing	a lecture	Art elements	outer space	2	20
Daily testing	Brainstorming	Art elements	The meaning of space	2	21
Daily testing	a lecture	Art elements	Texture	2	22
Semester exam	Exam	Art elements	Exam	2	23
Daily testing	a lecture	Art elements	Differences in touching things	2	24
Daily testing	a lecture	Art elements	Technical terms	2	25
Daily testing	a lecture	Art elements	Technical terms	2	26
Daily testing	a lecture	Art elements	Technical terms	2	27
Daily testing	a lecture	Art elements	Technical terms	2	28
Daily testing	a lecture	Art elements	Technical terms	2	29
Semester exam	Exam	Art elements	Exam	2	30

Course evaluation .11

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

Learning and teaching resources .12

book Elements the art	Required textbooks (methodology, if any)
book Elements the art	Main references (sources)
all Research that Specializes in Arts	Recommended supporting books and references (scientific journals, reports...)
magazine Academic magazine university Tikrit magazine the professor	Electronic references, Internet sites

Course description form

Name of the judge .1	
the art of acting	
Resolution code .2	
Semester/year .3	
2024-2023	
The date this description was prepared .4	
2024/22/3	
For available availability .5	
() Number of academic hours () / Number of units .6	
(90)-(90)	
The name of the judge (if more than the name of the prohibited person) .7	
mozahim.k.hussen@tu.edu.iq : Name: Professor Mozahim Khudair Hussen Email	
Objectives of the judiciary .8	
Providing the Ministry of Education with specialized personnel, especially the -1 classroom activist Students must transfer part of the curriculum to education and proportionality -2 Teaching the student performance skills and thus controlling the school -3 curriculum Increase literary boldness and weights -4	
<p style="text-align: center;">A- Creative goals</p> That the student will be able to -1 understand the conductivity of .metabolism Punitive learning gives the student -2 . the same amount of creativity Practicing exercise after the -3 student leaves the educational mode . to a new educational mode The student should be able to - 4 know the objectives of the	<p style="text-align: center;">Objectives of the study subject</p>

submissions that carry the directorial vision The student should be aware of the -5 importance of reciprocal principles in the method of persuading and influencing the audience	
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Choosing teaching and learning .9

- .The student seeks to set a good example among those around him-1
- .The general separation of good values -2
- .The emergence of the driving forces of affectivity -3

The strategy

System of government .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Daily testing	lecture	the art of acting	since then	3	1
Daily testing	lecture	the art of acting	The phenomenon of similarity	3	2
Oral test	Discussion	the art of acting	Alternative concept	3	3
Daily testing	Psychological bombardment	the art of acting	Specificity of representation	3	4
Daily testing	lecture	the art of acting	Metabolic methods	3	5
Daily testing	lecture	the art of acting	Realistic style	3	-6
Semester test	Tested	the art of acting	Semester exam	3	7
Daily testing	a lecture	the art of acting	Realism Stanislavsky	3	8
Oral test	a lecture	the art of acting	Realism/naturalism	3	9
Daily testing	a lecture	the art of acting	Natural – Andre Antoine	3	10
Daily testing	a lecture	the art of acting	steps	3	11
Daily testing	a lecture	the art of acting	Steps to understanding personality	3	12
Daily testing	a lecture	the art of acting	Realistic performance	3	14
Semester test	Tested	the art of	Semester exam	3	15

		acting			
Daily testing	a lecture	the art of acting	Irritability	3	16
Daily testing	a lecture	the art of acting	Epic/educational theatre	3	17
Applied tested	a lecture	the art of acting	Curriculum play	3	18
Applied tested	a lecture	the art of acting	Curriculum play	3	19
Applied tested	a lecture	the art of acting	Euro classification concept	3	20
Semester test	Tested	the art of acting	Semester exam	3	21
Daily testing	a lecture	the art of acting	This hadith	3	22
Daily testing	a lecture	the art of acting	The modern era	3	23
Daily testing	Psychological bombardment	the art of acting	DC tamper	3	24
Daily testing	a lecture	the art of acting	Improvisation	3	25
Daily testing	a lecture	the art of acting	Children's plays	3	26
Daily testing	a lecture	the art of acting	Influences in kindergarten	3	27
Applied tested	a lecture	the art of acting	Focus on relaxation	3	28
Daily testing	a lecture	the art of acting	Rhythm in acting	3	29
Semester exam	Exam	the art of acting	Separation test	3	30

Judge's evaluation .11

Distribution of a score out of 100 according to the student's choice of daily preparation, daily, oral, monthly, written exams, reports...etc

Learning and teaching resources .12

The book Principles of the Art of Acting - written by Dr. Sami Abdel Hamid

Specific books (methodology found)

Theories of the art of writing Dr. Aqeel Mahdi Youssef

Main references (sources)

Director in Contemporary Theater, written by Saad Ardash	
Foundations in theories and writing by Jalal Al-Sharqawi	Supporting books and references that cuts (...scientific journals, reports)
The theater library is available on the Telegram application Takra website	Electronic references, Internet sites

Course description form

Course name .1	
English Language	
Course code .2	
Semester/year .3	
2024-2023	
The date this description was prepared .4	
10/2/2023	
Available forms of attendance .5	
My presence	
Number of study hours (total) / number of units (total) .6	
60	
Name of the course administrator (if more than one name is mentioned) .7	
: Name: Manal Jodi Mahmoud Emailmanal.j.mohamed@tu.edu.iq	
Course objectives .8	
ring a conscious generation with the ability and knowledge of the h language	Objective s of the study subject
oping the cultural level and increasing awareness	
tudent keeps pace with developments in the cultural world	
ing students of the most important basics in the English age subject	
the student's educational skills in the English language -5	

Teaching and learning strategies .9

- 1- Method of giving lectures
- 2- Student groups
- 3- workshops
- 4- Reports and studies
- 5- Use available means of explanation in topics that require it
- 6- the audience

The strategy

Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Tests/reports/attendance	My presence	the first unit	Introduction to English language	2	1
Tests/reports/attendance	My presence	the first unit	Numbers and pronouns	2	2
Tests/reports/attendance	My presence	the first unit	Numbers and pronouns	2	3
Tests/reports/attendance	My presence	the first unit	Exercises	2	4
Tests/reports/attendance	My presence	the second	Tenses	2	5
Tests/reports/attendance	My presence	the second	Tenses	2	6
Tests/reports/attendance	My presence	the second	Exercises	2	7
Tests/reports/attendance	My presence	Third	Verbs	2	8

Tests/reports/attendance	My presence	Third	Exercises and passage	2	9
Tests/reports/attendance	My presence	Third	Exercises	2	10
Tests/reports/attendance	My presence	Fourth	Exam	2	11
Tests/reports/attendance	My presence	Fourth	Verbs	2	12
Tests/reports/attendance	My presence	Fourth	Verbs	2	13
Tests/reports/attendance	My presence	Fifth	Exercise	2	14
Tests/reports/attendance	My presence	Fifth	Exercises and passage	2	15
Tests/reports/attendance	My presence	Fifth	Exercises	2	16
Tests/reports/attendance	My presence	Six	Tenses	2	17
Tests/reports/attendance	My presence	Six	Exercises	2	18
Tests/reports/attendance	My presence	Six	Colors and synonyms	2	19
Tests/reports/attendance	My presence	Seven	Sentences	2	20
Tests/reports/attendance	My presence	Seven	Exercises	2	21
Tests/reports/attendance	My presence	Seven	Exam	2	22
Tests/reports/attendance	My presence	Eight	Tenses	2	23
Tests/reports/attendance	My presence	Eight	Verbs	2	24
Tests/reports/attendance	My presence	Eight	Exercises	2	25
Tests/reports/attendance	My presence	Nine	sentences	2	26
Tests/reports/attendance	My presence	Nine	Exercises	2	27
Tests/reports/attendance	My	Nine	Composition	2	28

nce	presence				
Tests/reports/attendance	My presence	tenth	Exercises	2	29
Tests/reports/attendance	My presence	tenth		2	30

Course evaluation .11	
Distribution of the grade out of 100 according to the tasks assigned to the student, .such as daily preparation, daily, oral, monthly, written exams, reports, etc	
Learning and teaching resources .12	
Head way plus	Required textbooks (methodology, if any)
Head way plus book	Main references (sources)
Scientific reports, magazines, and books related to learning the English language	Recommended supporting books and references (scientific journals, reports...)
Google,you tube	references , Internet sites

Course description form

Course name .1	
educational administration	
Course code .2	
M. M. Muhammad Ahmed Allawi	
Semester/year .3	
2023-2022	
The date this description was prepared .4	
2023/2/10	
Available forms of attendance .5	
My presence	
Number of study hours (total) / number of units (total) .6	
hours 60	
Name of the course administrator (if more than one name is mentioned) .7	
:Name: Mohamed Ahmed Alawi Email mohamed.ah.alawei@tu.edu.iq	
Course objectives .8	
<ul style="list-style-type: none">• To provide the student with basic information and principles about management• That the student understands the meaning of management• The student gets to know the concept of classroom management in terms of its nature and its use in learning• For the student to become familiar with modern trends in management and supervision• The student understands the concept of goals and types of educational supervision• The student gets to know the school's relationship with society and means of communication• That the student understands the characteristics and characteristics	Objectives of the study subject

<p>of the educational supervisor and their choice</p> <ul style="list-style-type: none"> • The student gets to know the basic concepts and principles related to the types of educational supervision • To familiarize the student with management theories 	
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Teaching and learning strategies .9

<p>Active thinking</p> <p>Brainstorming</p> <p>Ladder of cognitive development</p>	The strategy
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Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
Achievement tests	Lecture and discussion	Administration and its historical development	Educational and psychological sciences	2	the first
=	=	Its concept and definition	=	2	the second
=	=	Its characteristics and elements	=	2	the third
=	=	Its levels and factors	=	2	the fourth
=	=	Prevailing trends in management	=	2	Fifth
=	=	Centralized decentralized democracy	=	2	VI
=	=	Management styles	=	2	Seventh
=	=	Corresponding democracy or diplomacy	=	2	VIII
First semester exam 1	=	The school administration	=	2	Ninth
=	=	Its goals and its	=	2	The tenth

		patterns			
=	=	Her relationships, her tasks	=	2	eleventh
=	=	Its qualities	=	2	twelveth
=	=	School and classroom management	=	2	Thirteenth
=	=	Its role in the educational process	=	2	fourteenth
=	=	School and community	=	2	Fifteenth
First semester exam/2	=	Means of communication	=	2	sixteen
=	=	The school's relationship with society	=	2	seventeenth
=	=	Parents councils	=	2	eighteen
=	=	Educational Supervision	=	2	nineteenth
=	=	Meaning evolution	=	2	The twentieth
=	=	The importance is its philosophy	=	2	twenty one
=	=	Its goals, tasks and types	=	2	twenty tow
=	=	Modern trends in educational supervision	=	2	twenty third
=	=	Establish it	=	2	twenty fourth
=	=	His methods	=	2	25th
=	=	Selection of educational supervisors	=	2	twenty-sixth
=	=	Supervisor training	=	2	27th
=	=	The reality of educational supervision in Iraq	=	2	Twenty-eighth
=	=	Evaluation of educational	=	2	XXIX

		supervision			
=	=		=	2	thirty

Course evaluation .11

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

Learning and teaching resources .12

Educational administration and supervision	Required textbooks (methodology, if any)
Management and supervision / management theories	Main references (sources)
College of Education Journal for Human Sciences	Recommended supporting books and references (scientific journals, reports...)
Various communication sites related to specialization	Electronic references, Internet sites

Course description form

Course name .1					
Oil colors					
Course code .2					
Semester/year .3					
2024 - 2023					
The date this description was prepared .4					
2023/22/3					
Available forms of attendance .5					
My presence					
Number of study hours (total) / number of units (total) .6					
120					
Name of the course administrator (if more than one name is mentioned) .7					
: Name: Prof. Osama Adnan Ali			Email osamah.aljebory@tu.edu.iq		
Course objectives .8					
<ul style="list-style-type: none"> • development Capabilities Outputs Universities in area the art • Enable Learner on knowledge Elements the art according to Steps academy <ul style="list-style-type: none"> • Strengthen Realization Educated people With importance The drawing In colors Oily 			Objectives of the study subject		
Teaching and learning strategies .9					
			The strategy		
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
a test daily	lecture	Oil colors	Colors	4	1
a test daily	lecture	colors Oily	Colors	4	2
a test	lecture	colors Oily	Colors Watercolor	4	3

daily					
a test daily	lecture	colors Oily	Colors Watercolor	4	4
a test daily	lecture	colors Oily	colors Acrylic	4	5
a test daily	lecture	colors Oily	colors Acrylic	4	6
Semester exam	lecture	colors Oily	Colors Oily	4	7
a test daily	lecture	colors Oily	Colors Oily	4	8
a test daily	lecture	colors Oily	Tool The drawing In colors Oily	4	9
a test daily	an offer Clips Video	colors Oily	fee nature Silent	4	10
a test daily	Learning By work	colors Oily	fee nature Silent	4	11
a test daily	Learning By work	colors Oily	fee nature Silent	4	12
a test daily	Learning By work	colors Oily	fee nature Silent	4	13
a test daily	Learning By work	colors Oily	fee nature Silent	4	14
Semester exam	Exam	colors Oily	Exam	4	15
a test daily	an offer Clips Video	colors Oily	fee nature Silent	4	16
a test daily	Learning By work	colors Oily	fee nature Silent	4	17
a test daily	Learning By work	colors Oily	fee nature Silent	4	18
a test daily	Learning By work	colors Oily	fee nature Silent	4	19
a test daily	Learning By work	colors Oily	fee nature Silent	4	20
a test daily	Learning By work	colors Oily	fee nature Silent	4	21
a test daily	Learning By work	colors Oily	fee nature Silent	4	22
Semester exam	Exam	colors Oily	Exam	4	23
a test daily	an offer Clips Video	colors Oily	fee nature Silent	4	24
a test daily	Learning By work	colors Oily	fee nature Silent	4	25

a test daily	Learning By work	colors Oily	fee nature Silent	4	26
a test daily	Learning By work	colors Oily	fee nature Silent	4	27
a test daily	Learning By work	colors Oily	fee nature Silent	4	28
a test daily	Learning By work	colors Oily	fee nature Silent	4	29
Semester exam	Exam	colors Oily	Exam	4	30

Course evaluation .11

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

Learning and teaching resources .12

	Required textbooks (methodology, if any)
	Main references (sources)
all Research that Specializes in Arts	Recommended supporting books and references (scientific journals, reports...)
magazine The Academy - magazine university Tikrit - magazine Professor - magazine Naboo	Electronic references, Internet sites

Course Description Form

1. Course Name:

art history

2. Course Code:

Zamil Maher Khabbaz

3. Semester / Year:

2023-2024

4. Description Preparation Date:

1/ 10/ 2023

5. Available Attendance Forms:

Presence

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

60

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

Name: Zamil Maher Khabbaz

Email:

zamil.m.khabbaz@tu.edu.iq

8. Course Objectives

Course Objectives

Providing the Ministry of Education with staff specialized in teaching art education in secondary schools.

- Enabling students to know the means of communication through which the artistic message is delivered to students and society.

- Enhancing students' awareness of the goals and functions of personal, personal, collective, folkloric and popular means of communication.

- Providing students with the skills of communication trends that occur in various fields of education and life.

- Introducing students to the foundations of media education that enable them to know the goals and objectives of all types of

means of communication.

- Teaching students the theoretical foundations on which means of communication depend in their influence on recipients.

9. Teaching and Learning Strategies

Strategy	1- Method of giving lectures 2- Student groups 3- Workshops 4- Reports and studies 5- Use available means of clarification in topics that require it 6- Attendance 7- Using the role-playing method (classroom or attendance only) to address and explain some of the subject's vocabulary 8- Writing analytical papers on or outside the subject's vocabulary that are directly related to the topics of art history.
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	2	Art and man	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems.	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
the second	2	Plastic values	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
the third	2	Primitive art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
the fourth	2	Ancient Egyptian art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
Fifth	2	The Middle Kingdom and the Age of Empire	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
six	2	Late era	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)

Seventh	2	Arts of Mesopotamia	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
Eighth	2	Assyrian art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
Ninth	2	Chaldean or Neo-Babylonian art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
tenth	2	Achaemenid Persian art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
eleventh	2	Early Greek art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twelveth	2	Greek art of the Fourth Age	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
Thirteenth	2	Etruscan art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
fourteenth	2	Roman art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
Fifteenth	2	Monthly exam	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
sixteen	2	Indian art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)

seventeenth	2	Chinese art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
eighteen	2	Japanese art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
nineteenth	2	Sasanian art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
The twentieth	2	Christian art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twenty one	2	Byzantine art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twenty tow	2	Coptic art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twenty three	2	Islamic Art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twenty four	2	Romanesque art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twenty fife	2	Gothic art	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twenty six	2	Renaissance	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)

twenty seven	2	Modern artistic movements	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twenty eight	2	Contemporary art movements	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
twenty nine	2	Display paintings	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)
thirty	2	Monthly exam	art history	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar)

11 .Course evaluation

- 1- The first semester exam is divided into a monthly exam + a daily exam (25 marks)
- 2- The second semester exam is divided into a monthly exam + a daily exam (25 marks)
- 3- Final exam (50 marks)

12. Learning and teaching resources

Required textbooks (methodology, if any)	The summary in the history of public art / Abu Saleh Al-Alfi
Main references (sources)	Art history books/Zuhair Abdel-Sahib
Recommended supporting books and references	Al-Baheth Technical Journal, technical reports and research
Electronic references, Internet sites	Media and communication library available on the Telegram application Arts History sites on the Facebook application

Course description form

Course name .1	
The art of diction	
Course code .2	
Mr. Ziad Helou Jadallah	
Semester/year .3	
21024/2023	
The date this description was prepared .4	
2023/2/10	
Available forms of attendance .5	
My presence	
Number of study hours (total) / number of units (total) .6	
90	
Name of the course administrator (if more than one name is mentioned) .7	
zeadhelleo@tu.edu.iq : Name: Ziad Helou Jadallah Email	
Course objectives .8	
<ul style="list-style-type: none"> • • • 	<p>Objectives of the study subject</p> <p>Providing the Ministry of -1 Education with specialized personnel, especially in extracurricular activities</p> <p>Enabling students to transfer -2 part of the curriculum to teaching proper pronunciation</p> <p>Teaching the student -3 performance skills as an aid to understanding the curriculum</p> <p>Increasing literary boldness -4 and eloquence during delivery and breaking the barrier of fear</p>
Teaching and learning strategies .9	
<p>How to give a lecture -1</p> <p>workshops -2</p> <p>Reports and studies -3</p>	<p>The strategy</p>

Practical applications -4 Performing exercises in various -5 styles Including all students in the -6 application	
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Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week

Evaluation method	Teaching method	Name of the unit/topic	Required learning outcomes	hours	the week
Daily testing	lecture	The art of diction	The concept of the art of speech	3	1
Daily testing	lecture	The art of diction	Definition of the art of speech	3	2
Oral test	Discussion	The art of diction	The importance of the art of public speaking	3	3
Daily testing	Mental bombardment	The art of diction	Delivering methods	3	4
Daily testing	lecture	The art of diction	Hair styles	3	5
Daily testing	lecture	The art of diction	Novel style	3	-6
Semester test	a test	The art of diction	Semester exam	3	7
Daily testing	a lecture	The art of diction	Representational style	3	8
Oral test	a lecture	The art of diction	Public speaking style	3	9
Daily testing	a lecture	The art of diction	Short story style	3	10
Daily testing	a lecture	The art of diction	Story style	3	11
Daily testing	a lecture	The art of diction	Representative poetry	3	12
Daily testing	a lecture	The art of diction	Speech devices	3	14
Semester test	a test	The art of diction	Semester exam	3	15
Daily testing	a lecture	The art of diction	Relax	3	16
Daily testing	a lecture	The art of diction	moderation	3	17
Practical test	a lecture	The art of diction	Breathing control	3	18
Practical test	a lecture	The art of diction	Layers of sound	3	19
Practical test	a lecture	The art of diction	the sound power	3	20
Semester test	a test	The art of diction	Semester exam	3	21

Daily testing	a lecture	The art of diction	Types of sounds	3	22
Daily testing	a lecture	The art of diction	Closed diction	3	23
Daily testing	Mental bombardment	The art of diction	Open casting	3	24
Daily testing	a lecture	The art of diction	Improvisation and recitation	3	25
Daily testing	a lecture	The art of diction	Recitation in children's theatre	3	26
Daily testing	a lecture	The art of diction	Types of letters	3	27
Practical test	a lecture	The art of diction	Coloring and diversification	3	28
Daily testing	a lecture	The art of diction	Rhythm in delivery	3	29
Semester exam	Exam	The art of diction	Separation test	3	30

Course evaluation .11

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

Learning and teaching resources .12

The Art of Diction by Sami -1 Abdel Hamid and Badri Hassoun Farid, Part 2	Required textbooks (methodology, if any)
The art of public speaking, -1 Dr. Hussein Ali Haref and Waddah Talib The art of speech by Farhan -2	Main References (Sources)

Bulbul	
Book: The Art of Diction by Abdul Wareth Asar And the Academic Research Journal concerned with the art of theater and performance	Recommended supporting books and references (scientific journals, reports...)
All sites concerned with improving sound and performance	Electronic references, Internet sites

Course description form

Course name .1

Tikrit University / College of Education for Human Sciences

Course code .2

Aesthetics

Semester /year .3

2024/2023

The date this description was prepared .4

2023/20/10

Available forms of attendance .5

My presence

Number of study hours (total) / number of units (total) .6

60

Name of the course administrator (if more than one name is mentioned) .7

Email . Yassen Faraj Yassin: Name: Prof. Dr: yassen.faraj@tu.edu.iq

Course objectives .8

1- Providing the Ministry of Education with staff specialized in teaching art education in secondary schools	Objectives of the study subject
2- Enabling students to know the science of aesthetics and conveying its artistic and cultural message to students and society	
3- Enhancing students' awareness of the educational, artistic, and cultural goals and functions of aesthetics	
4- Providing students with knowledge related to the methods of studying aesthetics	
5- Introducing students to philosophical theories and propositions that enable them to understand the foundations of philosophy and raise their level of aesthetic awareness	
6- Teaching students ways of thinking, interpretation, deduction, and induction by examining many philosophies from inception to the present	

Teaching and learning strategies .9

- 1- . method Illocutionary
- 2- . Metacognitive method
- 3- .Method of solving problems

The strategy

Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
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