

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

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| 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

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| 1- . method Illocutionary
2- . Metacognitive 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 learning outcomes	hours	the week
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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	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	Philosophical concepts	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	Aesthetics	Philosophical thought	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	Aesthetics	The origin of philosophy	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	Aesthetics	Stages of development of Greek philosophical thought	2	the fourth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	electronic	Aesthetics	Beauty and art according to the Pythagoreans	2	Fifth
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	The relativity of beauty and art according to the	2	VI

.(calendar			Sophists		
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	Aesthetics	Philosophers of mind	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	Aesthetics	The ultimate beauty and art according to Socrates	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	Aesthetics	The aesthetic philosophy of Socrates	2	Ninth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	electronic	Aesthetics	Platonic inspiration	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	Aesthetics	The legend of the cave	2	eleventh
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	Aesthetics	Ion dialogue	2	twelfth
Formative or formative assessment daily exams, class)	Method -1 . Illocutionary Metacognition -2	Aesthetics	Aristotle	2	Thirteenth

discussion, 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	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Aesthetics	Points of disagreement between Plato and Aristotle, philosophical and aesthetic	2	fourteenth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	electronic	Aesthetics	Monthly exam	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	Aesthetics	Beauty and art according to Arab Muslim philosophers	2	Chapter II 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	Aesthetics	The Illuminist theory in art according to Abu Nasr Al-Farabi	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	Aesthetics	philosophy of Ibn Sina	2	the third
Formative or formative assessment daily exams, class)	Method -1 . Illocutionary Metacognition -2	Aesthetics	Brothers of purity	2	the fourth

discussion, homework assignments and their follow-up, classroom .(calendar	. method How to solve -3 .problems		and sense of beauty		
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	Aesthetics	Modernit y and contempo rary	2	Fifth
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	Aesthetics	Immanuel Kant and aesthetic judgment	2	VI
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	Aesthetics	Hegel – The ideal, absolute beauty	2	Sevent 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	Aesthetics	Arthur 's philosoph y of beauty and art Schopenh auer	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	Aesthetics	Art between philosoph y and aesthetics in contempo rary thought	2	Ninth
Personal evaluation semester and final) exams to issue differentiation judgments between	electronic	Aesthetics	Contemp orary intuitive theory	2	The tenth

students and judgments of success .(and failure					
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Method -1 . Illocutionary Metacognition -2 . method Method of -3 .solving problems	Aesthetics	Henry Berksons ' philosophy of beauty and art	2	eleventh
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	Aesthetics	Beauty and art according to Benedetto Crochet	2	twelfth
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	Aesthetics	Aesthetic philosophy in the Americas	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	Aesthetics	The theory of absurdity and nothingness in art and beauty - contemporary existential aesthetic thought	2	fourteenth
Personal evaluation semester and final) exams to issue judgments between .(failure and failure	electronic	Aesthetics	Monthly exam	2	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

Aesthetics, its horizons and development / Najm Abdel Haider	Required textbooks (methodology, if any)
Studies in contemporary philosophy / Ibrahim, Zakaria Horizons of Art/ Elliot , Alexander Horizons of Philosophy/Zakaria, Fouad	references (sources)
Philosophy of art history / Hauser , Arnold	Recommended supporting books and references (scientific journals, reports...)
History arts sites on the Facebook application	Electronic references, Internet sites

Course Description Form

1. Course Name:

the art of acting

2. Course Code:

Assistant Professor .Adnan Hussain Ali

3. Semester / Year:

2022/2023

4. Description Preparation Date:

1/10/2023

5. Available Attendance Forms:

Presence

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

90

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

Name: Adnan Hussain Ali

Email: dnan.h.ali@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 correct arts of directing in which the artistic message is delivered to the audience.
- Enhancing students' awareness of the objectives and functions of production to convey the message.
- Providing students with the theoretical foundations on which production depends and its impact on recipients.
- Introducing students to the foundations of artistic

	<p>education that enable them to know the goals and objectives of the art of directing.</p> <ul style="list-style-type: none"> • Providing students with directing skills in various fields of education and life.
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9. Teaching and Learning Strategies

Strategy	<p>1- The introductory method 2- Practical application method 3- How to solve problems 4- How to use visual illustrations</p>
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10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	3	the art of acting	the art of acting	<p>1-The introductory method 2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
the second	3	The phenomenon of similarity	the art of acting	<p>1-The introductory method 2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-</p>

					<p>up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
the third	3	The concept of representation	the art of acting	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
the fourth	3	Specificity of representation	the art of acting	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation</p>

					between students and judgments of success and failure).
Fifth	3	Acting methods	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
six	3	Realistic style	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

Seventh	3	Semester exam	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Eighth	3	Realism Stanislavsky	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Ninth	3	Realism/naturalism	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-

					<p>up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
tenth	3	Naturalism -Andre Antoine	the art of acting	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
eleventh	3	Acting steps	the art of acting	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation</p>

					between students and judgments of success and failure).
twelveth	3	Steps to understanding personality	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Thirteenth	3	Realistic performance	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

fourteenth	3	Semester exam	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Fifteenth	3	Epic theatre	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
sixteen	3	Epic/educational theatre	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-

					<p>up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
seventeenth	3	Dramatization of curricula	the art of acting	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
eighteen	3	Dramatization of curricula	the art of acting	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation</p>

					between students and judgments of success and failure).
nineteenth	3	The concept of role playing	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
The twentieth	3	Semester exam	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

twenty one	3	Modern theater	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty two	3	Contemporary currents	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty three	3	Stream of absurdity	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-

					<p>up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
twenty four	3	Improvisation	the art of acting	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
twenty five	3	Children's theater	the art of acting	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation</p>

					between students and judgments of success and failure).
twenty six	3	Acting in kindergarten	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty seven	3	Focus relaxation	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

twenty eight	3	Rhythm in acting	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty nine	3	Separation test	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
thirty	3	Monthly exam	the art of acting	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-

					<p>up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
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11 .Course evaluation

1- First semester grade 25%: 5 marks for attendance and daily participation + 10 marks for theoretical exam + 10 marks for practical exam

2--Second semester grade 25%: 5 marks for attendance and daily participation + 10 marks for theoretical exam + 10 marks for practical exam

3- Final exam 50%

12. Learning and teaching resources

Required textbooks (methodology, if any)	The book Principles of the Art of Acting - written by Dr. Sami Abdel Hamid
Main references (sources)	Theories of the art of acting, written by Dr. Aqeel Mahdi Youssef Director in Contemporary Theater, written by Saad Ardash
Recommended supporting books and references	Foundations in Acting and Directing Theories, written by Jalal Al-Sharqawi
Electronic references, Internet sites	The library is available on the Internet

Course description form

Course description

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

Tikrit University - College of Education for Humanities	1. Educational institution
Department of Art Education	2. department / center
language 2	3. Course name/ code
My presence	4. Available attendance forms
2024-2023	5. Semester /year
hours 60	6. Number of study hours ((total
2023/2/10	7. Date this description was prepared
8. Course objectives	
1- Enabling first-level students in the Department of Art Education to adjust language rules according .to the communicative method, enabling them to distinguish right and wrong in different texts	
2- Introducing students to the concept and formulation of composition in the English language	
3- Enabling students to build aparagraph	
4- Enabling students to acquire the four skills they use in reading, writing, and listening	
5- Enabling students to know the types of sentences in the English language	

(simple, compound, complex, compound-complex)

10. Course outcomes and teaching, learning and evaluation methods
<p>:A- Cognitive objectives</p> <p>A1- Remembering: The student should remember that the purpose of the English language is a means for him to learn the language in addition to .getting to know other cultures</p> <p>A2-Comprehension: The student must understand the rules of the English .language</p> <p>A3- Application: The student applies the rules of the English language in describing and explaining the presented events to enhance speaking skills .through communication with others</p> <p>A4-Analysis: The student analyzes the artistic text using language through his .imagination and events</p> <p>A5- Composition: The student writes a short report about one of the artistic .works in English</p> <p>A6- Evaluation: For the student to reach a judgment on how much he has .learned and benefited from the English language</p>
<p>.B - The skills objectives of the course</p> <p>B1- Giving lectures (reading technical texts with explanation and clarification)</p> <p>B2- Using technological educational means as teaching aids (educational films, .(electronic lectures</p> <p>.B3- Self-learning method by supporting a learner-centered learning environment</p> <p>B4- Urging the student to use the library or the Internet as one of the learning .methods</p>
and learning methods
<p>Giving lectures (reading technical texts by students and following them with -1 (explanation and clarification</p> <p>Using technological educational means as teaching aids (educational films, -2 ,electronic lectures Google Classroom & Google Meet .(</p> <p>.Self-learning method by supporting a learner-centered learning environment -3</p> <p>Urging the student to use the library or the Internet as one of the learning -4 .methods</p>

<p>Evaluation methods</p>
<p>Electronic written tests using(Google Form)Oral exams - daily contributions - - .completing reports and assignments</p>
<p>C- Emotional and value-based goals: It is a group of goals that are concerned with building personality in its psychological aspects. It also concerns various abilities and starts from acceptance to excitement and the desire to learn. These :goals can be summarized into the following levels</p> <p>C1- Reception and acceptance: Examples of some verbs that can be used at the reception level: (pay attention - ask - listen - follow - recognize - show - choose - .(answer The student should pay attention to the development of the English language through reading and writing</p> <p>C2 - Response: Examples of some verbs that can be used at the response level: .(answers - goes along - feels - decides - helps - discusses - hears - involves) .That the student finds pleasure in reading technical texts in English</p> <p>C3 - Value judgment (judgment in light of value): Examples of some verbs that can be used at the level of value judgment: (initiates - highlights - works - .(proposes - estimates For the student to understand the role of art science in the field of learning the .English language</p> <p>C4 - Value organization: Examples of some verbs that can be used at the level of value organization: (organizes - corrects - combines - arranges the importance of .(a particular phenomenon For students to accept the value of learning the skill of speaking through .dialogue in artistic text</p>
<p>and learning methods</p>
<p>Giving electronic lectures on the -1Google Classroom & Google Meet platform (Read the technical text with explanation and clarification) Using technological educational means as teaching aids (educational films, -2 .(presentations, electronic lectures .Self-learning method by supporting a learner-centered learning environment -3 .Urging the student to participate in scientific discussions -4</p>
<p>Evaluation methods</p>
<p>Electronic written tests(Google Form) oral tests - daily contributions - - .completing reports and assignments</p>

D - Transferable general and qualifying skills (other skills related to employability
.and personal development
. D1- Effective leadership and communication skills
D2- Mastering the use of the English language, reading, writing, and applying
.the general concepts of the English language and its literature
D3- Urging the student to memorize some literary texts to enhance his general
.culture
D4- Urging the student to watch educational films related to art to develop the
.English language

and learning methods

Giving electronic lectures -1 On theGoogle Classroom & Google Meet platform
(reading the theatrical text with explanation and clarification)
Using technological educational means as teaching aids (educational films, -2
.Self-learning method by supporting a learner-centered learning environment -3
.Urging the student to participate in scientific discussions -4

Reviewing the student's creative texts - oral exams - completing reports

11. Course structure					
Evaluation method	Teaching method	Name of the unit topic/	Required learning outcomes	hours	the week
Questions and discussion	Lectures, explanations, and distribution of tasks among students to present and discuss parts of the lesson	Introduction to the sentence in the English language	That the student is familiar with the basics of the English language	2	1
Questions and discussion	Lectures, explanations, and involving students in the discussion	Types of sentences in the English language Declarative Imperative Interrogative	The student gets to know the types of sentences	6	4-2
Discussion and analysis	Showing an educational film by placing links to the film on the college and department websites	Art Text	Develop the skills of reading, listening, understanding and analysis	2	5
First semester exam (first exam)	Lecture: Writing notes reading) and analyzing (tenses	English Tenses	Develop the use of tenses	6	8-6

Questions and discussion	Lecture: Writing notes reading) and using prepositions	Preposition	Use of prepositions	2	9
Questions and discussion	Lecture: Writing	Art Vocabulary	Technical vocabulary	8	13-10
Questions and discussion	Lecture: Writing notes	Art vocabulary	Technical vocabulary	2	14
First semester exam (second exam)				2	15

12. Infrastructure	
1- Headway pre-intermediate	Required prescribed books -1
1- English grammar in use 2- English Grammar 3- Art Vocabulary	Main references (sources) -2
1.English Grammar 2. Art Vocabulary	Recommended books and references (scientific journals, (...),reports
Google.com https://artmuseum.arizona.edu/vocabulary-art-terms \	B - Electronic references, ...Internet sites

13. Course development plan

The English language subject requires providing additional hours than it currently does, as it is a basic subject in understanding and controlling the basics of the English language, and therefore the greatest role plays in achieving the objectives of the academic program. The course development plan also requires consideration of the appropriate teaching methods and means of explanation for each subject.

Course description form

Course name .1

Tikrit University - College of Education for Humanities – Department of Art Education

Course code .2

Principles of theater directing

Semester /year .3

2024/2023

The date this description was prepared .4

2023/22/10

Available forms of attendance .5

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

Prof. Basim Muhammad Ahmed

Email:basim.m.ahmeed@tu.edu.iq

Course objectives .8

- 1- Providing the Ministry of Education with staff specialized in teaching art education in secondary schools
- 2- Enabling students to know the theories of directing through which the artistic message is delivered to students and society
- 3- Enhancing students' awareness of the goals and functions of theater directing and identifying the most important schools
- 4- Providing students with skills in the external trends that occur in various fields of education and life
- 5- Introducing students to the foundations of theatrical directing that enable them to know the goals and objectives of all types of theatrical performances
- 6- Teaching students the theoretical foundations on which the study of theater directing depends in its impact on recipients

Objectives of the study subject

Teaching and learning strategies .9

Lecture (instructional)
 Practical lecture
 Discussion
 Model analysis

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	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Principles of directing	Directing concept	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	Principles of directing	Director's tools'	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	Principles of directing	The director's relationship with the technicians	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	Principles of directing	The director's relationship with the theater	2	the fourth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments .(of success and failure	electronic	Principles of directing	Monthly exam	2	Fifth
Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom	Method -1 . Illocutionary Metacognition -2 . method How to solve -3 .problems	Principles of directing	director's duties and work	2	VI

.(calendar					
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	Principles of directing	Audio theater	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	Principles of directing	Visual theatre	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	Principles of directing	Kinetic theater	2	Ninth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments .(of success and failure	electronic	Principles of directing	Monthly exam	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	Principles of directing	Theatrical text	2	eleventh
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	Principles of directing	Procedures and exercises	2	twelfth
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	Principles of directing	Text processing	2	Thirteenth
Formative or formative assessment (daily exams, class	Method -1 . Illocutionary Metacognition -2	Principles of directing	Traditional	2	fourteenth

discussion, homework assignments and their follow-up, classroom .(calendar	. method How to solve -3 .problems		theatre		
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments .(of success and failure	electronic	Principles of directing	Monthly exam	2	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

Marianne Galloway / The role of the director in theatre	Required textbooks (methodology, if any)
Principles of theater directing/Sami Abdel Hamid/Badri Hassoun Theatrical Science/Idris Nicole Stanislavsky /F.N. Theater	references (sources)
Academy Art Magazine	Recommended supporting books and references (scientific journals, reports...)
The theater library is available on the Telegram application	Electronic references, Internet sites

Course description form

Course name .1

Tikrit University - College of Education for Humanities – Department of Art Education

Course code .2

Perspective

Semester /year .3

2024/2023

The date this description was prepared .4

2023/22/10

Available forms of attendance .5

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: Prof. Basim Muhammad Ahmed Emailbasim.m.ahmeed@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 perspective 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 perspective science	
4- Providing students with knowledge related to the methods of studying perspective science	
5- Introducing students to the laws and rules that enable them to understand the foundations of the art of drawing and planning	
6- Teaching students the rules of engineering drawing and applying the correct laws and rules of perspective	

Teaching and learning strategies .9

Lecture (instructional)
 Practical lecture
 Discussion
 Model analysis

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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Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Modeling -1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	The origins and development of perspective science	2	the first
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Modeling -1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	Engineering rules and definitions	2	the second
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Modeling -1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	Basic rules and theories	2	the third
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Modeling -1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	The artistic vision of perspective in the Renaissance	2	the fourth
Personal evaluation semester and final) exams to issue	Modeling -1 . method Metacognition -2	Perspective	Types of perspective	2	Fifth

differentiation judgments between students and judgments of success .(and failure	. method How to solve -3 .problems		ve		
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Modeling - 1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	Elements of perspective	2	VI
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Modeling - 1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	General characteristics of perspective	2	Seventh
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Modeling - 1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	Basic concepts of perspective	2	VIII
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom .(calendar	Modeling - 1 . method Metacognition -2 . method How to solve -3 .problems	Perspective		2	Ninth
Personal evaluation semester and final) exams to issue differentiation judgments between students and	Modeling - 1 . method Metacognition -2 . method	Perspective	Applying basic theories to flat geometric	2	The tenth

judgments of success (and failure	How to solve -3 .problems		shapes		
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom (calendar	Modeling - 1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	Drawing the square and its derivative s in perspecti ve	2	eleven th
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom (calendar	Modeling - 1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	How to place geometric shapes in perspecti ve using geometric projection s	2	twelve th
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom (calendar	Modeling - 1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	Draw a rectangle in perspecti ve	2	Thirte enth
Formative or formative assessment daily exams, class) discussion, homework assignments and their follow-up, classroom (calendar	Modeling - 1 . method Metacognition -2 . method How to solve -3 .problems	Perspective	Reducing or reducing shapes	2	fourte enth
Personal evaluation semester and final) exams to issue differentiation judgments between students and	electronic	Perspective	Monthly exam	2	Fiftee nth

judgments of success (and failure)					
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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

Perspective / Al-Sheikhly , Ismail Ibrahim	Required textbooks (methodology, if any)
Elements of perspective / Armand Cassin Perspective/Albert, Falcon Methods of practicing perspective / A. Grosskalo	references (sources)
Engineering perspective/ Hamouda, Yahya	Recommended supporting books and references (scientific journals, reports...)
History arts sites on the Facebook application	Electronic references, Internet sites

Course Description Form

1. Course Name: Sculpture

2. Course Code: Sculpture

3. Semester / Year: 2023-2024

4. Description Preparation Date: 2024-3-21

5. Available Attendance Forms: **Attendance in the classroom**

6. Number of Credit Hours (Total) / Number of Units (Total): / 120- 2

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

Name:

Email:

:ayam.t.hameed@tu.edu.iq - Ayam Taher Hameed

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.

9. Teaching and Learning Strategies

Strategy

- The student sets a good example for those around him.
- Forming a general category of good values.
- Providing psychological motivation to achieve emotional goals.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Chapter one 1	4	Historical overview	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and

					their follow-up, classroom calendar).
2	4	Sculpture materials	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
3	4	Terracotta, bronze and other metals	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
4	4	Brass and iron	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
5	4	Aluminium, stone and wood	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
6	4	Getting to know the most famous Iraqi sculptors	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
7	4	Getting to know the most famous international sculptors	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
8	4	Relief sculpture	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
9	4	Figure sculpture	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
10	4	Clay preparation	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up,

					classroom calendar).
11	4	Carved layout	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
12	4	Forming simple works from clay and learning how to make the base	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
13	4	Implementing a sculptural work of art from clay	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
14	4	Complement the execution of sculptural work from clay	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
15		Monthly exam	امتحان شهري	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
- Chapter II 1	4	Making geometric shapes from wood	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
2	4	Complementing the work of free forms	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
3	4	Complementing the work of forms from nature	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
4	4	Making molds from wood	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

5	4	Supplement the mold work with casting	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
6	4	Supplement the mold work with casting	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
7	4	How iron structures work	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
8	4	Using heavy industrial clay in molds or without them	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
9	4	Coloring artistic products	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
10	4	Complementing the coloring of artistic productions with decorative additions	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
11	4	Making a layout for a medallion or mural related to a specific topic	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
12	4	Apply the chart to one of the light metals	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
13	4	Complementing the artwork	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

					classroom calendar).
14	4	Coloring artistic products	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
15	4	Monthly exam		Sculpture	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

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

12. Learning and teaching Resources

- The summary in the history of public art / Abu Saleh Al-Alfi.
 - Art history books/Zuhair Abdel-Sahib.
 - Al-Baheth Technical Journal, technical reports and research.
 - Media and communication library available on the Telegram application
- History arts sites on the Facebook application.

Course Description Form

1. Course Name:

Theater directing

2. Course Code:

Assistant Professor .Adnan Hussain Ali

3. Semester / Year:

2022/2023

4. Description Preparation Date:

1/10/2023

5. Available Attendance Forms:

Presence

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

90

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

Name: Adnan Hussain Ali

Email: dnan.h.ali@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 correct arts of directing in which the artistic message is delivered to the audience.
- Enhancing students' awareness of the objectives and functions of production to convey the message.
- Providing students with the theoretical foundations on which production depends and its impact on recipients.
- Introducing students to the foundations of artistic

education that enable them to know the goals and objectives of the art of directing.

- Providing students with directing skills in various fields of education and life.

9. Teaching and Learning Strategies

Strategy

- 1- The introductory method
- 2- Practical application method
- 3- How to solve problems
- 4- How to use visual illustrations

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
the first	3	A historical overview of theater directing	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

the second	3	His beginnings and the period in which theatrical directing appeared	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
the third	3	Places where theater directing first appeared	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

the fourth	3	Who are the most prominent pioneers of theater directing?	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Fifth	3	Aesthetic characteristics of directing directions	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

six	3	Foundations and standards of a successful director	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
Seventh	3	Components of theatrical work	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

Eighth	3	Determine the audience and how to choose the text	Theater directing	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
Ninth	3	Director's tasks	Theater directing	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>

tenth	3	Director's tasks Directing methods	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
eleventh	3	The steps taken by the theater director in constructing the play	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

twelveth	3	Interpretation of the text	Theater directing	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
Thirteenth	3	Assigning actors to memorize their roles	Theater directing	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>

fourteenth	3	Action drawing and table exercise	Theater directing	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
Fifteenth	3	How the script works	Theater directing	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>

sixteen	3	Training on entry and exit, how to move, and theatrical composition	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
seventeenth	3	Motor and auditory rhythm	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

eighteen	3	Theatrical movement and its types	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
nineteenth	3	Directing music and sound effects	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

The twentieth	3	Producing the lighting and its divisions on the stage	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty one	3	Decoration and how to design it	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

twenty tow	3	Decoration and how to design it	Theater directing	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
twenty three	3	Theater buildings and their locations in Iraq	Theater directing	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>

twenty four	3	Voice training and how to reach the last seat of the audience	Theater directing	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>
twenty five	3	The fourth wall and the possibility of eliminating it	Theater directing	<p>1-The introductory method</p> <p>2- Conduct practical exercises</p>	<p>1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).</p> <p>2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).</p>

twenty six	3	The role of the audience in theatrical work	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty seven	3	Theatrical doctrines and their relationship to décor	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

twenty eight	3	Types of exercises and how to sequence them	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
twenty nine	3	General Prova	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).

thirty	3	A review of the most important aspects of the directing process	Theater directing	1-The introductory method 2- Conduct practical exercises	1- Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). 2- Personal evaluation (semester and final exams to issue judgments on differentiation between students and judgments of success and failure).
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11 .Course evaluation

1- First semester grade 25%: 5 marks for attendance and daily participation + 10 marks for theoretical exam + 10 marks for practical exam

2--Second semester grade 25%: 5 marks for attendance and daily participation + 10 marks for theoretical exam + 10 marks for practical exam

3- Final exam 50%

12. Learning and teaching resources

Required textbooks (methodology, if any)

2-Ahmed Zaki: Contemporary Theater Trends, General Book Authority, Cairo, 2002.
3- Ahmed Suleiman Attia: Modern Directing Trends, Dar Al-Sadiq Cultural Foundation, Iraq, 2012.
4-Edward Gordon Craig: On theatrical art, translated by: Darini Khashaba, ed., Library of Arts and its printing press in Al-Jamamiz, Cairo 1960.

Main references (sources)

Journal of the Researcher in Theater Directing

Recommended supporting books and references

The library is available on the Internet

Electronic references, Internet sites	Media and communication library available on the Telegram application Arts History sites on the Facebook application
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Course description form

Course name .1	
Psychological counseling and educational guidance	
Course code .2	
M. M. Ahmed Bassem Ahmed	
Semester /year .3	
2024-2023	
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	
hours 60	
Name of the course administrator (if more than one name is mentioned) .7	
: Name: Ahmed Basem Ahmed Email ahmad.b.ahmad@tu.edu.iq	
Course objectives .8	
<ul style="list-style-type: none">•••	Objectives of the study subject Providing the Ministry of Education with staff specialized in teaching .psychological counseling in schools Providing the Ministry of Education with mentors capable of overcoming .obstacles facing students Enabling students to become familiar with modern educational guidance .methods and techniques Providing the necessary guidance skills to work as an effective educational counselor within the school context, and trying to apply them practically at the university while addressing the problems that the counselor may face in the school .environment Developing the cognitive and analytical abilities that are important for the work of the educational

counselor by presenting the most important problems of adolescents in .school

Teaching and learning strategies .9

Active thinking
Brainstorming method
Cognitive growth ladder strategy

The strategy

Course structure .10

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
	a lecture	An introductory introduction to educational guidance		2	1
	a lecture	Principles and objectives of educational guidance		2	2
	discussion	The difference between counseling and psychotherapy		2	3
	a lecture	Foundations of guidance		2	4
	Drawings, analysis, and personal examples with assignments and narrative models illustrative) of the .(material	Behavioral theory		2	5
	Drawings, analysis, and personal	Psychoanalytic theory		2	6

	examples with assignments and narrative models illustrative) of the .(material				
	Drawings, analysis, and personal examples with assignments	Self theory		2	7
	Drawings, analysis, and personal examples with assignments	Ellis's theory of mental-emotional therapy: 1		2	8
	Drawings, analysis, and personal examples with assignments	Ellis's theory of mental-emotional therapy: 2		2	9
	a lecture	Methods of collecting information in guidance		2	10
	a lecture	Guidance methods and techniques		2	11
	Drawings, analysis, and personal examples with assignments	Counseling and guidance in school		2	12
	Drawings, analysis, and personal examples with	Guidance programme		2	13

	assignments				
	role play	Guidance process (optional) or family and guidance		2	14
		Review the article		2	15

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 and psychological - guidance book: A. M. Dr. Ahmed Younis Al-Bajari (2012).
University of Mosul, Ministry of Higher Education and Scientific Research

Required textbooks (methodology, if any)

Book of Principles of Psychological and Educational Counseling: A. Dr.. Saleh Hassan Al-Dahri (1998).
University of Baghdad, Ministry of Higher Education and Scientific .Research

references (sources)

Counseling and psychotherapy theories: Patterson

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

Epub.pdf.com ,apa.org

Electronic references, Internet sites

Course description form

Course name .1	
Pictorial Composition	
Course code .2	
Semester/year .3	
Annual (2023-2024)	
The date this description was prepared .4	
2024/20/3	
Available forms of attendance .5	
My presence	
Number of study hours (total) / number of units (total) .6	
120/90	
Name of the course administrator (if more than one name is mentioned) .7	
nibraswafa@tu.edu.iq : Name : A.M.D. Nibras Wafa Badri Email	
Course objectives .8	
<ul style="list-style-type: none">• Providing the Ministry of Education with staff specialized in teaching art education in secondary schools• Enabling students to learn about pictorial creation and conveying its artistic and cultural message to students and society• Enhancing students' awareness of the educational, artistic, and cultural goals and functions of pictorial creation• Providing students with knowledge related to the methods of studying pictorial composition• Introducing students to the laws and rules that enable them to understand the foundations of structure and composition in the art of plastic arts	<p>Objectives of the study subject</p>

Teaching students the rules of pictorial composition and applying the correct laws and rules of .composition	
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Teaching and learning strategies .9

Active thinking - Brainstorming method - Cognitive growth ladder strategy -	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	An introduction to the general concepts of pictorial composition	The student should be aware of the importance of pictorial composition in developing and improving his artistic abilities in the field of plastic arts	3	1
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	Development of construction concepts	For the student to be able to know the historical sequence of the development of pictorial composition	3	2
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	Definition of construction - Purpose of construction - The structural value of the artwork -	That the student realizes the importance of pictorial creation and its role in building personality, developing his artistic abilities, and developing his abilities in the field of plastic arts	3	3

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	Structural composition elements with application (line)	Working to develop the student's artistic and creative abilities through practicing composition in drawing and planning	3	4
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	Structural configuration elements with application (the shape)	Working to develop the student's artistic and creative abilities through practicing composition in drawing and planning	3	5
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	Structural composition elements with application (color)	Working to develop the student's artistic and creative abilities through practicing composition in drawing and planning	3	6
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	Structural composition elements with application (space)	Working to develop the student's artistic and creative abilities through practicing composition in drawing and planning	3	7
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	Structural composition elements with application (texture)	Working to develop the student's artistic and creative abilities through practicing composition in drawing and	3	8

classroom (calendar			planning		
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	Types of technical training	The student will be able to distinguish between different types of pictorial composition	3	9
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	Types of technical training	The student will be able to distinguish between different types of pictorial composition	3	10
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	Universal plate transfer	The student should be able to adopt an artistic vision based on his ability to understand the relationships between artistic products	3	11
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	Universal plate transfer	Developing knowledge of the structures of artistic works and being able to understand how pictorial construction is achieved in artistic productions	3	12
Formative or formative assessment daily exams,) class discussion, homework assignments	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving	Universal plate transfer	Developing knowledge of the structures of artistic works and being able to understand how pictorial	3	13

and their follow-up, classroom .(calendar	.problems		construction is achieved in artistic productions		
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	Universal plate transfer	Developing knowledge of the structures of artistic works and being able to understand how pictorial construction is achieved in artistic productions	3	14
Diagnostic evaluation semester and) final exams to issue judgments of success and .(failure		Exam - Evaluation of - works of art		3	15
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	The foundations of pictorial construction with the application (sovereignty)	The student should be familiar with the methods of construction and technical composition	3	16
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	Foundations of pictorial construction with application (continuity	The student should be familiar with the methods of construction and technical composition	3	17
Formative or formative assessment daily exams,) class discussion, homework assignments and their follow-up, classroom	The -1 illocutionary .method -2 Metacognition .method Method of -3 solving .problems	The foundations of pictorial construction with the application (curving)	The student should be familiar with the methods of construction and technical composition	3	18

.(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	Foundations of pictorial construction with application (consistency)	The student should be familiar with the methods of construction and technical composition	3	19
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	Foundations of pictorial construction with application (Unity)	The student should be familiar with the methods of construction and technical composition	3	20
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	Foundations of pictorial construction with application (contrast)	The student should be familiar with the methods of construction and technical composition	3	21
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	Foundations of pictorial construction with application (repetition)	The student should be familiar with the methods of construction and technical composition	3	22
Formative or formative assessment daily exams,) class discussion, homework assignments and their	The -1 illocutionary . method -2 Metacognition .method Method of -3 solving .problems	Foundations of pictorial construction with application (contrast)	The student should be familiar with the methods of construction and technical composition	3	23

follow-up, 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	Foundations of pictorial construction with application (rhythm)	The student should be familiar with the methods of construction and technical composition	3	24
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	Foundations of pictorial construction with application (Balance)	The student should be familiar with the methods of construction and technical composition	3	25
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	Drawing a painting with a structural composition by the student	That the student is able to apply the correct laws and rules in producing artistic works to deliver his intellectual, educational and artistic message to the recipient	3	26
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	Drawing a painting with a structural composition by the student	That the student is able to apply the correct laws and rules in producing artistic works to deliver his intellectual, educational and artistic message to the recipient	3	27
Formative or formative assessment daily exams,) class	The -1 illocutionary .method -2 Metacognition	Drawing a painting with a structural composition by the student	That the student is able to apply the correct laws and rules in	3	28

discussion, homework assignments and their follow-up, classroom .(calendar	.method Method of -3 solving .problems		producing artistic works to deliver his intellectual, educational and artistic message to the recipient		
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	Drawing a painting with a structural composition by the student	That the student is able to apply the correct laws and rules in producing artistic works to deliver his intellectual, educational and artistic message to the recipient	3	29
Diagnostic evaluation semester and) final exams to issue judgments of success and .(failure		Exam - Evaluation of - works of art		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, and written exams, reports, and .practical application

Learning and teaching resources .12

Concepts in pictorial construction/ Dr. Aziz Al-Rikabi -	Required textbooks (methodology, if any)
Training in plastic arts/ Abdel Fattah Riad - Drawing How do we taste - it ? (Elements of Composition)/Frederick Mallens	Main references (sources)
Vision Dialogue/Nathan Nobler -	Recommended supporting books and references (scientific journals, reports...)

The creative process in the - art of photography/Dr. Shaker Abdel Hamid	
Artists' channels on YouTube specialized in teaching artistic composition	Electronic references, Internet sites

Course description form

Course name .1	
Taste and aesthetic artistic criticism	
Course code .2	
Ziad Helou Jadallah .1	
Semester/year .3	
2024/2023	
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	
60	
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 material</p> <p>Providing the Ministry of . -1 Education with staff specialized in teaching art education insecondary schools</p> <p>Enabling students to know -2 taste and artistic criticism and conveying its artistic and cultural message to students .and society</p> <p>Enhancing students' -3 awareness of the educational, artistic, and cultural goals and functions of appreciation and artistic criticism</p> <p>Providing students with -4 knowledge related to the methods of studying aesthetic .artistic appreciation</p>
Teaching and learning strategies .9	

Active thinking -1 Brainstorming method -2 Cognitive growth ladder strategy -3			The strategy		
Course structure .10					
Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week

Course structure 0 10

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 Method of -3 .solving problems	Connoisseurship and artistic criticism	Critical concepts	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 Method of -3 .solving problems	Connoisseurship and artistic criticism	Analysis concept	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 Method of -3 .solving problems	Connoisseurship and artistic criticism	Artistic style	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 Method of -3 .solving problems	Connoisseurship and artistic criticism	Artistic taste The stages that the recipient goes through	2	the fourth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	electronic	Connoisseurship and artistic criticism	Raising artistic taste	2	Fifth
Formative or formative assessment daily exams, class) discussion,	The -1 illocutionary . method Metacognition -2	Connoisseurship and artistic criticism	The role of art education	2	VI

homework assignments and their follow-up, classroom (calendar	.method Method of -3 .solving problems		in enriching artistic taste		
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	Connoisseurship and artistic criticism	The role of aesthetics in developing artistic taste	2	Seventh
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	Connoisseurship and artistic criticism	Mental processes accompanying artistic appreciation	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 Method of -3 .solving problems	Connoisseurship and artistic criticism	Aesthetic sensitivity	2	Ninth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success (and failure	electronic	Connoisseurship and artistic criticism	Aesthetic preference	2	The tenth
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	Connoisseurship and artistic criticism	Aesthetic judgment	2	eleventh
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	Connoisseurship and artistic criticism	Methods of studying aesthetic artistic taste	2	twelfth

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	Connoisseurship and artistic criticism	Extracurricular position	2	Thirteenth
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	Connoisseurship and artistic criticism	Methodological position	2	fourteenth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	electronic	Connoisseurship and artistic criticism	Monthly exam	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 Method of -3 .solving problems	Connoisseurship and artistic criticism	Descriptive analytical method	2	First - Chapter Two
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	Connoisseurship and artistic criticism	Standard curriculum	2	the second
		Connoisseurship and artistic criticism	Integrative approach	2	the third
		Connoisseurship and artistic criticism	The artistic vision of the critic and artist	2	the fourth
		Connoisseurship and artistic criticism	Image culture	2	Fifth

		Connoisseurship and artistic criticism	How does artistic taste turn into aesthetic judgment criticism) (2	VI
		Connoisseurship and artistic criticism	Art criticism	2	Seventh
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	Connoisseurship and artistic criticism	The relationship of art criticism to aesthetics	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 Method of -3 .solving problems	Connoisseurship and artistic criticism	Art criticism methods	2	Ninth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	My presence	Connoisseurship and artistic criticism	Impressionist criticism	2	The tenth
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	Connoisseurship and artistic criticism	Psychological criticism	2	eleventh
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	Connoisseurship and artistic criticism	Social criticism	2	twelfth

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	Connoisseurship and artistic criticism	Philosophical criticism	2	Thirteenth
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	Connoisseurship and artistic criticism	Historical criticism	2	fourteenth
Personal evaluation semester and final) exams to issue differentiation judgments between students and judgments of success .(and failure	electronic	Connoisseurship and artistic criticism	Monthly exam	2	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

Required textbooks (methodology, if any)

Art criticism / Jerome Stolentz
Artistic taste/Dr. Khamis Hamdi

Main references (sources)

Al-Baheth Technical Journal,
technical reports and research
The Academy Magazine is a

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

magazine published by the College
of Fine Arts

Websites specialized in publishing
arts and criticism

Electronic references, Internet sites

Course Description Form

1. Course Name: earthenware

2. Course Code: earthenware

3. Semester / Year: 2023-2024

4. Description Preparation Date: 2024-3-21

5. Available Attendance Forms: **Attendance in the classroom**

6. Number of Credit Hours (Total) / Number of Units (Total): / 120- 2

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

Name:

Email:

:ayam.t.hameed@tu.edu.iq - Ayam Taher Hameed

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.

9. Teaching and Learning Strategies

Strategy

- The student sets a good example for those around him.
- Forming a general category of good values.
- Providing psychological motivation to achieve emotional goals.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
Chapter one 1	4	A historical overview of the art of ceramics	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and

					their follow-up, classroom calendar).
2	4	Its beginnings and the period in which it appeared	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
3	4	Places of ceramic art	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
4	4	Clay formation methods	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
5	4	Methods of forming ceramic works	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
6	4	A continuation of the methods of forming ceramic works	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
7	4	Using the hand in shaping	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
8	4	Use hand-wheel for shaping	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
9	4	How to use an electric wand	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
10	4	How to make gypsum molds	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

11	4	How to use gypsum molds	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
12	4	Free sculptural pottery work	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
13	4	Layout work for sculptural pottery	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
14	4	Simplified denial of planning	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
15		Monthly exam		earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
- Chapter II 1	4	Clay artwork after layout approval	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
2	4	Implementing more difficult works, for example murals	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
3	4	Implementation of mini murals	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
4	4	Carrying out work from the cultural heritage	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
5	4	A sequel to a	1-The illocutionary	earthenware	Formative or formative assessment

		legacy	method. 2- Metacognition method. 3-Method of solving problems		(daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
6	4	Make free medals	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
7	4	Design and implementation of natural sculptures	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
8	4	Creating abstract sculptures	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
9	4	Getting to know the ovens	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
10	4	Ways to use ovens	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
11	4	A tour of the corridors of the Fine Arts Department, Ceramics Branch	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
12	4	Implementing various artistic works	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
13	4	Denies works of art teapots	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems	earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
14	4	Completion and		earthenware	Formative or

		completion of work	1-The illocutionary method. 2- Metacognition method. 3-Method of solving problems		formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).
15	4	Monthly exam		earthenware	Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).

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

12. Learning and teaching Resources

- The summary in the history of public art / Abu Saleh Al-Alfi.
 - Art history books/Zuhair Abdel-Sahib.
 - Al-Baheth Technical Journal, technical reports and research.
 - Media and communication library available on the Telegram application
- History arts sites on the Facebook application.

Course description form

.1 Course name:	
Teaching methods subject	
.2 Course code	
M. Kamal Saleh Ghadib	
.3 Semester/year	
2024- 2023	
.4 The date this description was prepared	
2023/2/10	
.5 Available forms of attendance	
My presence	
.6 Number of study hours (total) / number of units (total)	
60hours	
.7 Name of the course administrator (if more than one name is mentioned)	
Name: Kamal Saleh Ghadib Email: kamal.s.godaeib@tu.edu.iq	
.8 Course objectives	
<ul style="list-style-type: none"> ● to understand Roads And methods different To teach Study subjects : includes that study And analysis group miscellaneous from Roads And methods that maybe Use it in teaching Materials different And in Different Contexts Learning. ● Strengthen skills Planning And organization. ● development skills communication And interaction with the students In a way effective And understand Their needs Educational different. ● Strengthen Ability on presentation Calendar Effective And evaluation Comprehensive To be sure from to understand the students And their 	Objectives of the study subject

<p>progress.</p> <ul style="list-style-type: none"> ● Strengthen Thinking Cash And creative To enable the students from development skills Thinking Cash And creative To design And implementation Experiences Educational Effective. ● Strengthen to understand factors Cultural And social in Learning. ● Strengthen Optimization Continuous For practice Teaching : with a goal supply the students With knowledge And skills Necessary For improvement Continuous For their methods Teaching And develop it building on Experiments And notes. 	
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.9Teaching and learning strategies

Lecture, discussion, cooperative learning, method , classroom interaction and exchange of opinions between the student and the teacher to raise learning difficulties and discuss their solutions.	The strategy
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.10Course structure

Evaluation method	Learning method	Name of the unit or topic	Required learning outcomes	hours	the week
	a lecture	Introduction to teaching methods		2	the first
	a lecture	Educational goals		2	the second
	discussion	Sources of educational objectives		2	the third
	Personal drawings and examples	Behavioral goals		2	the fourth
	Interrogation method	Classification of behavioral goals in the cognitive domain The emotional		2	Fifth

		field The psychomotor field			
	role play	Outcomes and outcomes of the learning process		2	VI
	Exploration method	Learning and teaching		2	Seventh
	a lecture	Pillars of the teaching process		2	VIII
	Collaborative learning	Foundations of good teaching		2	Ninth
	Method of solving problems	Teaching method and methods		2	The tenth
	role play	Characteristics of a successful teacher		2	eleventh
	a lecture	Ancient and modern teaching methods		2	twelveth
	Questions, answers and discussion	Traditional teaching methods		2	Thirteenth
	discussion	Modern teaching methods		2	fourteenth
	a lecture	Re-present the study material		2	Fifteenth

.11Course evaluation

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.

.12Learning and teaching resources

General teaching methods Prof. Dr. Saad Zayer	Required textbooks (methodology, if any)
Teaching methods Dr. Khaled Muhammad Al-Saud	Main references (sources)
nothing	Recommended supporting books and references (scientific journals, reports...)
nothing	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	Scientific department / .2 center
Developmental psychology	Course name/ code .3
My presence	Available attendance forms .4
2024-2023	Semester /year .5
60	Number of study hours (.6 (total
2023/2/10	Date this description was .7 prepared
Course objectives .8	
Providing students with educational and psychological knowledge and teaching them modern principles and methods in studying growth, its characteristics, and the requirements of the age stages .of human development	
Providing students with experiences, psychological theories, and the results of local and international research and studies regarding developmental psychology	
Training students to write research and reports and summarize	

theoretical and applied ideas in the field of developmental psychology

Identify the growth demands of each age stage

Recognizing methods of socialization and forming attitudes

Course outcomes and teaching, learning and evaluation methods .10

A- Cognitive objectives

- .For the student to know the meaning of human growth and development -A1
- A2- The student gets to know the laws of growth and its characteristics
- A3- Providing students with educational and scientific experiences to solve students' problems at different academic levels
- A4- Providing students with the results of psychological research and studies in this field

.B - The skills objectives of the course

- B1 - Introducing students to methods of raising and raising children and how to deal with them
- B2 - Enabling students to confront and solve the problems of childhood and adolescence
- B3 – Developing self-confidence, self-reliance, decision-making and role-taking and learning methods

Method of discussion and problem solving-1

The rhetorical method -2

Encouraging students to self-learn -3

Evaluation methods

(Written tests (essays). and objectivity -1
For the preliminary assessment / formative assessment / summative)-2
assessment), represented by the semester and final exams

C- Emotional and value goals

- C1- Building a positive value system in students' behavior
- C2- The ability to discuss, ask questions and engage in dialogue in positive ways
- C3- The ability to deal with students inside and outside school

and learning methods
Delivering/discussion/learning and self-organised Cooperative learning
Evaluation methods
Written tests and observation
D - General and qualifying transferable skills (other skills related to employability .(and personal development D1- Verbal communication D2- Oral question presentation skills D3- Teamwork

Evaluation method	Teaching method	Name of the unit topic/	Required learning outcomes	hours	the week
Oral exams	Presentation and discussion	Definition of growth/its laws/factors affecting growth/ environmental and genetic/the embryonic stage, its characteristics and requirements	Identify the most important laws that govern human development and dealing with different age groups	2	1
=	=	Early, middle and late childhood / childhood problems, their causes, symptoms and ways to solve them	=	2	2
=	=	The stage of adolescence / its meaning / stages characteristics / / problems of adolescence / ways to solve them / how a teenager adapts himself to others how a teenager / chooses a specialty and profession	=	2	3
=	=	The stage of adulthood / its meaning / requirements /	=	2	4

		tasks / forming a family / assuming responsibilities			
=	=	The stage of aging/its requirements, characteristics, diseases, and elderly care	=	2	5
=	=	Psychological development theories (Piaget's theory , Freud's theory, Bruner's theory, Kohlberg's theory , Erikson's theory	=	2	6
=	=	Definition of growth/its laws/factors affecting growth/ environmental and genetic/ the embryonic stage, its characteristics and requirements	=	2	7
=	=	Early, middle and late childhood / childhood problems, their causes, symptoms and ways to solve them	=	2	8
=	=	The stage of adolescence / its meaning / stages characteristics / /	=	2	9

		problems of adolescence / ways to solve them / how a teenager adapts himself to others how a teenager / chooses a specialty and profession			
=	=	The stage of adulthood / its meaning / requirements / tasks / forming a family / assuming responsibilities	=	2	10
=	=	The stage of aging/its requirements, characteristics, diseases, and elderly care	=	2	11
=	=	Psychological development theories (Piaget's theory , Freud's theory, Bruner's theory, Kohlberg's theory , Erikson's theory	=	2	12
=	=	Definition of growth/its laws/factors affecting growth/ environmental and genetic/the embryonic stage, its characteristics and	=	2	13