

|   |   |  |   |   |   |
|---|---|--|---|---|---|
|   |   | 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<br>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 |

|   |   |  |   |   |    |
|---|---|--|---|---|----|
|   |   | requirements   |   |   |    |
| = | = | Early, middle and late childhood / childhood problems, their causes, symptoms and ways to solve them   | = | 2 | 14 |
| = | = | 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 | 15 |
| = | = | The stage of adulthood / its meaning / requirements / tasks / forming a family / assuming responsibilities   | = | 2 | 16 |
| = | = | The stage of aging/its requirements, characteristics, diseases, and elderly care   | = | 2 | 17 |
| = | = | Psychological development theories ( Piaget's theory , Freud's theory,   | = | 2 | 18 |

|   |   |   |   |   |    |
|---|---|---|---|---|----|
|   |   | Bruner's theory,<br>Kohlberg's<br>theory ,<br>Erikson's theory  |   |   |    |
| = | = | Definition of<br>growth/its<br>laws/factors<br>affecting<br>growth/<br>environmental<br>and genetic/the<br>embryonic stage,<br>its<br>characteristics<br>and<br>requirements  | = | 2 | 19 |
| = | = | Early, middle<br>and late<br>childhood /<br>childhood<br>problems, their<br>causes,<br>symptoms and<br>ways to solve<br>them  | = | 2 | 20 |
| = | = | The stage of<br>adolescence / its<br>meaning / stages<br>characteristics / /<br>problems of<br>adolescence /<br>ways to solve<br>them / how a<br>teenager adapts<br>himself to others<br>how a teenager /<br>chooses a<br>specialty and<br>profession | = | 2 | 21 |
| = | = | The stage of<br>adulthood / its<br>meaning /<br>requirements /<br>tasks / forming a   | = | 2 | 22 |

|   |   |   |   |   |    |
|---|---|---|---|---|----|
|   |   | family / bearing responsibilities   |   |   |    |
| = | = | The stage of aging/its requirements, characteristics, diseases, and elderly care  | = | 2 | 23 |
| = | = | Psychological development theories ( Piaget's theory , Freud's theory, Bruner's theory, Kohlberg's theory , Erikson's theory                | = | 2 | 24 |
| = | = | Definition of growth/its laws/factors affecting growth/ environmental and genetic/the embryonic stage, its characteristics and requirements | = | 2 | 25 |
| = | = | Early, middle and late childhood / childhood problems, their causes, symptoms and ways to solve them  | = | 2 | 26 |

|   |   |  |   |   |    |
|---|---|--|---|---|----|
| = | = | 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 | 27 |
|---|---|--|---|---|----|

|   |  |
|---|--|
|   | Required prescribed books -1   |
| Psychology of childhood and adolescence / Jamal Al-Alusi and Omaima Ali Khan -1<br>Evolutionary psychology / Sami Arifaj -2<br>Basics of evolutionary psychology/Shafiq Hassan -3<br>Developmental Psychology (Childhood and Adolescence) Hamed Zahran -4<br>The Internet | Main references (sources) -2   |
| Maryam Selim (developmental psychology)   | Recommended books and references ( scientific journals , ( ...,reports |
| All periodicals and scientific journals   | B - Electronic references, ...Internet sites                           |

|   |
|---|
| Course development plan .12   |
| Familiarity with everything new in the field of learning and teaching strategies-<br>Periodic review of scientific research and studies published in scientific journals, - reports and periodicals<br>Comparing the course with the courses of scientific departments in other - |

universities  
Benefiting from student data-

## Course description form

**/Course name .1**

**The art of writing a play**

**Course code .2**

**Semester/year .3**

**2024\_2023**

**The date this description was prepared .4**

**2024/22/3 /**

**Available forms of attendance .5**

**My presence/**

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

**42**

**56 /**

**/Name of the course administrator .7**

**Name: A. M.D. Iman Abdel Sattar Atallah Al Kubaisi Email**

**:**

**Course objectives .8**

**First/Cognitive objectives**

- 1 Providing the Ministry of Education with staff specialized in teaching art education .in secondary schools
  - 2 Enabling students to know the role of theater as a means of communication .directed to students and society
  - 3 Enhancing students' awareness of the goals and functions of personal, .collective, folkloric and public theatre
  - 4 Providing students with the underlying knowledge of the elements of theatrical text that occur in various fields of .education and life
  - 5 Introducing students to the foundations of aesthetic education that enable them to know the goals and objectives of all .types of theater
- 1- Teaching students the theoretical

**Objectives of the study subject**



foundations on which playwriting  
.depends in its impact on recipients

**Second: Skills objectives**

That the student is able to identify - 1  
between Aristotelian drama And  
. Albrechtianism

That the student is able to use the - 2  
appropriate means of linguistic expression  
and manipulation in conveying his artistic  
message to the recipient

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

**.Third: Emotional and value-based goals**

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

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

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

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

**Teaching and learning strategies .9**

The strategy

**Course structure .10**

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

|                         |                                |                                  |   |          |                   |
|-------------------------|--------------------------------|----------------------------------|---|----------|-------------------|
| <b>assignment</b>       |                                | <b>of writing a play</b>         | <b>perspective</b>  |          |                   |
| <b>Oral questions</b>   | <b>Speaking brainstorming/</b> | <b>The art of writing a play</b> | <b>The importance of theater in the modern school</b>       | <b>3</b> | <b>Fifth</b>      |
| <b>Class assignment</b> | Learning by doing              | <b>The art of writing a play</b> | <b>The importance of theater in the modern school</b>       | <b>3</b> | <b>VI</b>         |
| <b>Oral questions</b>   | <b>Speaking brainstorming/</b> | <b>The art of writing a play</b> | Exploring talent in playwriting                             | <b>3</b> | <b>Seventh</b>    |
| <b>Class assignment</b> | Learning by doing              | <b>The art of writing a play</b> | Exploring talent in playwriting                             | <b>3</b> | <b>VIII</b>       |
| <b>Oral questions</b>   | <b>Speaking brainstorming/</b> | <b>The art of writing a play</b> | Dramatization of curricula                                  | <b>3</b> | <b>Ninth</b>      |
| <b>Class assignment</b> | <b>Discussion</b>              | <b>The art of writing a play</b> | Dramatization of curricula                                  | <b>3</b> | <b>The tenth</b>  |
| <b>Class assignment</b> | <b>Learning by doing</b>       | <b>The art of writing a play</b> | Dramatization of curricula                                  | <b>3</b> | <b>eleventh</b>   |
| <b>Oral questions</b>   | <b>Speaking brainstorming/</b> | <b>The art of writing a play</b> | Mechanisms of theatrical text for puppet and puppet theatre | <b>3</b> | <b>twelveth</b>   |
| <b>Class assignment</b> | How to solve - .problems       | <b>The art of writing a play</b> | Mechanisms of theatrical text for puppet and puppet theatre | <b>3</b> | <b>Thirteenth</b> |
| <b>Oral questions</b>   | <b>Discussion</b>              | <b>The art of writing a play</b> | Aristotelian and epic drama                                 | <b>3</b> | <b>fourteenth</b> |
| <b>Achievement test</b> | <b>Exam</b>                    | <b>The art of writing a play</b> | Exam  | <b>3</b> | <b>Fifteenth</b>  |
| <b>Class assignment</b> | Learning by doing              | <b>The art of writing</b>        | Aristotelian and epic                                       | <b>3</b> | <b>sixteen</b>    |

|  |                           |                                  |  |          |                      |
|--|---------------------------|----------------------------------|--|----------|----------------------|
|  |                           | <b>a play</b>                    | drama                                    |          |                      |
| <b>Class assignment questions are oral</b> | <b>lecture</b>            | <b>The art of writing a play</b> | How to turn a story into a play          | <b>3</b> | <b>seventeenth</b>   |
| <b>Class assignment</b>                    | How to solve - problems   | <b>The art of writing a play</b> | How to turn a story into a play          | <b>3</b> | <b>eighteen</b>      |
| <b>Oral questions</b>                      | <b>Discussion</b>         | <b>The art of writing a play</b> | Elements of dramatic structure           | <b>3</b> | <b>nineteenth</b>    |
| <b>Class assignment</b>                    | Learning by doing         | <b>The art of writing a play</b> | Elements of dramatic construction        | <b>3</b> | <b>The twentieth</b> |
| <b>Oral questions</b>                      | <b>Descriptive method</b> | <b>The art of writing a play</b> | Dramatic elements in the theatrical text | <b>3</b> | <b>21st</b>          |
|  |                           |                                  |  | <b>3</b> | <b>twenty tow</b>    |

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

|      |  |                |  |  |  |
|------|--|----------------|--|--|--|
| test |  | writing a play |  |  |  |
|------|--|----------------|--|--|--|

### Course evaluation .11

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

### Learning and teaching resources .12

|   |   |
|---|---|
| The science of the play and the art of writing it / Fouad Al-Salhi, .Hussein Ali Haref  | Required textbooks (methodology, if any)                                      |
| .School Theater / Hassan Marei<br>Towards a classroom / theatre/Hussein Ali Harif<br>The Art of Playwriting/ Lajos Agre<br>Children's Theater / Benifred Ward<br>Educational theatre/ Lina Abu Mughli<br>Children's theater / cognitive metaphors / Iman Al-Kubaisi | Main references (sources)   |
| Academic magazine<br>Tikrit Journal of Education for Humanities<br>Naboo Magazine<br>Professor magazine   | Recommended supporting books and references (scientific journals, reports...) |
| The electronic library is available on the Telegram application and Facebook  | Electronic references, Internet sites   |

## Course description form

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

|  |  |
|--|--|
| <p>a job The stage School that<br/>Empower them from<br/>knowledge Goals And goals<br/>The stage School And with<br/>. all Its types<br/>education Students With •<br/>foundations the theory that<br/>He depends on her The stage<br/>School And how Employ it<br/>. To influence on Recipients</p> |  |
|--|--|

**Teaching and learning strategies .9**

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

**Course structure .10**

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

|   |  |                |   |   |            |
|---|--|----------------|---|---|------------|
| Formative or formative assessment daily exams, class ) discussion, homework assignments and their follow-up, classroom .(calendar         | The -1 illocutionary .method<br>Metacognition -2 .method<br>Method of -3 .solving problems | School theater | The importance of representation in education | 3 | the first  |
| Formative or formative assessment daily exams, class ) discussion, homework assignments and their follow-up, classroom .(calendar         | The -1 illocutionary .method<br>Metacognition -2 .method<br>Method of -3 .solving problems | School theater | The concept of school theater                 | 3 | the second |
| Formative or formative assessment daily exams, class ) discussion, homework assignments and their follow-up, classroom .(calendar         | The -1 illocutionary .method<br>Metacognition -2 .method<br>Method of -3 .solving problems | School theater | School theater: a historical perspective      | 3 | the third  |
| Formative or formative assessment daily exams, class ) discussion, homework assignments and their follow-up, classroom .(calendar         | The -1 illocutionary .method<br>Metacognition -2 .method<br>Method of -3 .solving problems | School theater | Theater in Greece                             | 3 | the fourth |
| Personal evaluation semester and final ) exams to issue differentiation judgments between students and judgments of success .(and failure | electronic   | School theater | Theater among the Romans                      | 3 | Fifth      |
| Formative or formative assessment   | The -1 illocutionary   | School theater | Theater in                                    | 3 | VI         |

|   |   |                |                                      |   |              |
|---|---|----------------|--------------------------------------|---|--------------|
| daily exams, class )<br>discussion,<br>homework<br>assignments and their<br>follow-up, classroom<br>. (calendar   | . method<br>Metacognition -2<br>.method<br>Method of -3<br>.solving problems                            |                | the<br>Middle<br>Ages                |   |              |
| Formative or<br>formative assessment<br>daily exams, class )<br>discussion,<br>homework<br>assignments and their<br>follow-up, classroom<br>. (calendar         | The -1<br>illocutionary<br>. method<br>Metacognition -2<br>.method<br>Method of -3<br>.solving problems | School theater | Theater in<br>the<br>Renaissan<br>ce | 3 | Sevent<br>h  |
| Formative or<br>formative assessment<br>daily exams, class )<br>discussion,<br>homework<br>assignments and their<br>follow-up, classroom<br>. (calendar         | The -1<br>illocutionary<br>. method<br>Metacognition -2<br>.method<br>Method of -3<br>.solving problems | School theater | Theater in<br>Europe                 | 3 | VIII         |
| Formative or<br>formative assessment<br>daily exams, class )<br>discussion,<br>homework<br>assignments and their<br>follow-up, classroom<br>. (calendar         | The -1<br>illocutionary<br>. method<br>Metacognition -2<br>.method<br>Method of -3<br>.solving problems | School theater | Theater in<br>America                | 3 | Ninth        |
| Personal evaluation<br>semester and final )<br>exams to issue<br>differentiation<br>judgments between<br>students and<br>judgments of success<br>. (and failure | electronic  | School theater | Theater in<br>the Arab<br>world      | 3 | The<br>tenth |
| Formative or<br>formative assessment<br>daily exams, class )  | The -1<br>illocutionary<br>. method   | School theater | School<br>theater in                 | 3 | eleven<br>th |



|   |   |                |  |   |                 |
|---|---|----------------|--|---|-----------------|
| discussion, homework assignments and their follow-up, classroom .(calendar  | Metacognition -2 .method<br>Method of -3 .solving problems                                  |                | Iraq   |   |                 |
| Formative or formative assessment daily exams, class ) discussion, homework assignments and their follow-up, classroom .(calendar         | The -1 illocutionary . method<br>Metacognition -2 .method<br>Method of -3 .solving problems | School theater | The importance of school theater in modern schools | 3 | twelfth         |
| Formative or formative assessment daily exams, class ) discussion, homework assignments and their follow-up, classroom .(calendar         | The -1 illocutionary . method<br>Metacognition -2 .method<br>Method of -3 .solving problems | School theater | Exploring theatrical talents                       | 3 | Thirteenth      |
| Formative or formative assessment daily exams, class ) discussion, homework assignments and their follow-up, classroom .(calendar         | The -1 illocutionary . method<br>Metacognition -2 .method<br>Method of -3 .solving problems | School theater | Curriculum Dramatization                           | 3 | fourteenth      |
| Personal evaluation semester and final ) exams to issue differentiation judgments between students and judgments of success .(and failure | electronic  | School theater | Monthly exam                                       | 3 | Fifteenth       |
| Formative or formative assessment daily exams, class ) discussion, homework   | The -1 illocutionary . method<br>Metacognition -2   | School theater | Aesthetic standards for school                     | 3 | First - Chapter |

|   |  |                |   |   |            |
|---|--|----------------|---|---|------------|
| assignments and their follow-up, classroom .(calendar   | .method<br>Method of -3<br>.solving problems   |                | theater                                   |   | Two        |
| Formative or formative assessment daily exams, class ) discussion, homework assignments and their follow-up, classroom .(calendar | The -1<br>illocutionary . method<br>Metacognition -2<br>.method<br>Method of -3<br>.solving problems | School theater | Intellectual standards for school theater | 3 | the second |
|   |  | School theater | Puppet and puppet theatre                 | 3 | the third  |
|   |  | School theater | Types of dolls and puppets                | 3 | the fourth |
|   |  | School theater | the silent acting                         | 3 | Fifth      |
|   |  | School theater | How to turn a story into a play           | 3 | VI         |
|   |  | School theater | The idea                                  | 3 | Seventh    |
| Formative or formative assessment daily exams, class ) discussion, homework assignments and their follow-up, classroom .(calendar | The -1<br>illocutionary . method<br>Metacognition -2<br>.method<br>Method of -3<br>.solving problems | School theater | Subject (story)                           | 3 | VIII       |
| Formative or formative assessment daily exams, class )  | The -1<br>illocutionary  | School theater | the plot                                  | 3 | Ninth      |

|   |   |                |                                      |   |            |
|---|---|----------------|--------------------------------------|---|------------|
| discussion, homework assignments and their follow-up, classroom .(calendar  | . method<br>Metacognition -2<br>.method<br>Method of -3<br>.solving problems                |                |                                      |   |            |
| Personal evaluation semester and final ) exams to issue differentiation judgments between students and judgments of success .(and failure | electronic  | School theater | Character s                          | 3 | The tenth  |
| Formative or formative assessment daily exams, class ) discussion, homework assignments and their follow-up, classroom .(calendar         | The -1 illocutionary . method<br>Metacognition -2 .method<br>Method of -3 .solving problems | School theater | Dialogue                             | 3 | eleven th  |
| Formative or formative assessment daily exams, class ) discussion, homework assignments and their follow-up, classroom .(calendar         | The -1 illocutionary . method<br>Metacognition -2 .method<br>Method of -3 .solving problems | School theater | The general psychological atmosphere | 3 | twelve th  |
| Formative or formative assessment daily exams, class ) discussion, homework assignments and their follow-up, classroom .(calendar         | The -1 illocutionary . method<br>Metacognition -2 .method<br>Method of -3 .solving problems | School theater | Techniques in school theater         | 3 | Thirteenth |
| Formative or formative assessment daily exams, class )  | The -1 illocutionary . method   | School theater | Directing in school                  | 3 | fourteenth |

|   |  |                |              |   |           |
|---|--|----------------|--------------|---|-----------|
| discussion, homework assignments and their follow-up, classroom .(calendar  | Metacognition -2 .method<br>Method of -3 .solving problems |                | theater      |   |           |
| Personal evaluation semester and final ) exams to issue differentiation judgments between students and judgments of success .(and failure | electronic   | School theater | Monthly exam | 3 | Fifteenth |

### Course evaluation .11

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

### Learning and teaching resources .12

|   |   |
|---|---|
| The stage Educational / Hussein on Harv<br>The stage School / Muhammad Ismael Al-Ta'i | Required textbooks (methodology, if any)                                      |
| date The stage Al-Arabi / Lando / Translated by : Youssef Light Awad                  | Main references (sources)   |
| magazine researcher Artistic Reports And research Artistic                            | Recommended supporting books and references (scientific journals, reports...) |
| Sites Arts the date on application Elvis With you                                     | Electronic references, Internet sites   |

## Course description form

|   |                                 |
|---|---------------------------------|
| <b>/Course name .1</b>  |                                 |
| Research Methodology  |                                 |
| <b>Course code .2</b>   |                                 |
| <b>/Semester/Year .3</b>  |                                 |
| 2024-2023   |                                 |
| <b>/Date this description was prepared .4</b>   |                                 |
| 2024/23/3   |                                 |
| <b>/Available forms of attendance .5</b>  |                                 |
| My presence   |                                 |
| <b>/ Number of study hours (total) / Number of units (total) .6</b>   |                                 |
| hours (120) units (60)  |                                 |
| <b>Name of the course administrator (if more than one name is mentioned) .7</b>   |                                 |
| <a href="mailto:Yaseen.a@tu.edu.iq">Yaseen.a@tu.edu.iq</a> : Name: Prof. Dr. Yassin Alwan Al-Tayef. Email   |                                 |
| <b>Course objectives .8</b>   |                                 |
| <ul style="list-style-type: none"> <li>Developing the capabilities of universities' •<br/>.outputs in the field of scientific research</li> <li>Enabling the learner to write scientific •<br/>research organized according to<br/>.academic steps</li> <li>Enhancing learners' awareness of the •<br/>.importance of scientific research</li> <li>Increasing the effectiveness of teaching •<br/>by selecting effective means and methods<br/>and testing them through scientific<br/>.induction</li> <li>Enhancing the spirit of research and •<br/>.exploration among students</li> <li>Developing learners' creative •<br/>.thinking</li> </ul> | Objectives of the study subject |
| <b>Teaching and learning strategies .9</b>  |                                 |
| <ul style="list-style-type: none"> <li>.Lecture •</li> <li>.Learning by doing •</li> <li>.Discussion •</li> </ul>   | The strategy                    |

Brainstorming •

**Course structure .10**

| <b>Evaluation method</b> | <b>Learning method</b>     | <b>Name of the unit or topic</b> | <b>Required learning outcomes</b>   | <b>hours</b> | <b>the week</b> |
|--------------------------|----------------------------|----------------------------------|-------------------------------------|--------------|-----------------|
| Daily testing            | <b>Brainstorming</b>       | Research Methodology             | The concept of scientific research  | 2            | 1               |
| Daily testing            | <b>Brainstorming</b>       | Research Methodology             | Research Methodology                | 2            | 2               |
| Daily testing            | <b>Brainstorming</b>       | Research Methodology             | Definition of science and knowledge | 2            | 3               |
| Daily testing            | <b>Discussion</b>          | Research Methodology             | Descriptive method                  | 2            | 4               |
| Daily testing            | <b>Discussion</b>          | Research Methodology             | Experimental method                 | 2            | 5               |
| Daily testing            | <b>Discussion</b>          | Research Methodology             | Experimental method                 | 2            | 6               |
| Semester exam            | Exam                       | Research Methodology             | Exam                                | 2            | 7               |
| Daily testing            | Collaborative work         | Research Methodology             | Historical method                   | 2            | 8               |
| Daily testing            | <b>Reciprocal teaching</b> | Research Methodology             | research importance                 | 2            | 9               |
| Daily testing            | <b>Reciprocal teaching</b> | Research Methodology             | research aims                       | 2            | 10              |
| Daily testing            | <b>Reciprocal teaching</b> | Research Methodology             | search limits                       | 2            | 11              |
| Daily testing            | Suspense                   | Research Methodology             | Theoretical framework               | 2            | 12              |
| Daily testing            | Suspense                   | Research Methodology             | Previous studies                    | 2            | 13              |
| Daily testing            | Discussion                 | Research Methodology             | Theoretical framework indicators    | 2            | 14              |
| Semester exam            | Exam                       | Research Methodology             | Exam                                | 2            | 15              |
| Daily testing            | Collaborative work         | Research Methodology             | Structure of scientific             | 2            | 16              |

|               |                     |                      |  |   |    |
|---------------|---------------------|----------------------|--|---|----|
|               |                     |                      | research   |   |    |
| Daily testing | Collaborative work  | Research Methodology | Search procedures  | 2 | 17 |
| Daily testing | Collaborative work  | Research Methodology | Research academies   | 2 | 18 |
| Daily testing | Discussion          | Research Methodology | Sample selection   | 2 | 19 |
| Daily testing | a lecture           | Research Methodology | The difference between the descriptive and experimental method | 2 | 20 |
| Daily testing | Brainstorming       | Research Methodology | Design of the research tool                                    | 2 | 21 |
| Daily testing | Discussion          | Research Methodology | Sample analysis  | 2 | 22 |
| Semester exam | Exam                | Research Methodology | Exam   | 2 | 23 |
| Daily testing | Discussion          | Research Methodology | Extract results and conclusions                                | 2 | 24 |
| Daily testing | Discussion          | Research Methodology | Writing recommendations and proposals                          | 2 | 25 |
| Daily testing | Reciprocal teaching | Research Methodology | Writing sources  | 2 | 26 |
| Daily testing | Collaborative work  | Research Methodology | Formulate the research problem                                 | 2 | 27 |
| Daily testing | Collaborative work  | Research Methodology | Writing the summary  | 2 | 28 |
| Daily testing | Collaborative work  | Research Methodology | Method of numbering scientific research                        | 2 | 29 |
| Semester exam | Exam                | Research Methodology | Exam   | 2 | 30 |

## Course evaluation .11

Formative or formative assessment (daily exams, class discussion, homework -1  
.(assignments and their follow-up, classroom calendar

.Daily exam: 5 marks •

.Class discussion: 10 marks •

.Homework: 5 marks •

.Class calendar: 30 marks •

Personal evaluation (semester and final exams to issue differentiation judgments -2  
.(between students and judgments of success and failure

.Semester: 50 degrees •

.Final: 50 marks •

## Learning and teaching resources .12

Scientific Induction Methods - Saad Salman Abdullah

Required textbooks  
(methodology, if any)

Research Methodology •  
Scientific research writing style •  
Vandalen's book of scientific research •  
methods •  
.Research •

Main references (sources)

Academic magazine  
Tikrit University Journal  
Professor magazine  
Naboo Magazine

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

Scientific research methods and approaches - •  
.Muhammad Abdel-Aal Al-Nuaimi and others  
Scientific research methods - Muwaffaq Al- •  
.Hamdani et al  
Basics of scientific research - Munther Al- •  
.Damen  
.Scientific thinking - Fouad Zakaria •  
An introduction to research methods in •  
education and psychology - Muhammad Khalil  
.Abbas and others

Electronic references, Internet  
sites



## Course Description Form

|   |
|---|
| 1. Course Name: Hand work   |
| 2. Course Code: Hand work   |
| 3. Semester / Year: 2023-2024   |
| 4. Description Preparation Date: 2024-3-21                            |
| 5. Available Attendance Forms: <b>Attendance in the classroom</b>     |
| 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](mailto: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<br>1 | 4     | A historical overview of the art of ceramics | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work       | Formative or formative assessment (daily exams, class discussion, homework assignments and |

|    |   |   |   |           |  |
|----|---|---|---|-----------|--|
|    |   |   |   |           | their follow-up, classroom calendar).  |
| 2  | 4 | Explanation and presentation of an introductory video of rope weaving, displaying types of artwork in different sizes.  | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 3  | 4 | Make macrame using knots only   | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 4  | 4 | Make macrame using knots only   | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 5  | 4 | Make macrame using knots only   | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 6  | 4 | Delivery of works   | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 7  | 4 | Explanation and presentation of an introductory video of rope weaving, displaying types of artistic costumes in different sizes, and showing how to insert beads. | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 8  | 4 | Costumes by contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress.....).  | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 9  | 4 | Costumes by contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress.....).  | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 10 | 4 | Costumes by   | 1-The illocutionary   | Hand      | Formative or formative assessment  |

|                   |   |  |   |           |  |
|-------------------|---|--|---|-----------|--|
|                   |   | contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress.....).   | method.<br>2- Metacognition method.<br>3-Method of solving problems                     | work      | (daily exams, class discussion, homework assignments and their follow-up, classroom calendar).                                   |
| 11                | 4 | Costumes by contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress.....).   | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 12                | 4 | Costumes by contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress.....).   | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 13                | 4 | Costumes by contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress.....).   | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 14                | 4 | Costumes by contract only (dress, skirt, blouse, tie, hat, bag, cloak, mattress.....).   | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 15                |   | Delivery of works  |   | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| - Chapter II<br>1 | 4 | Video presentations and explanations on how to draw by hand and screen print on (paper - fabric) with an introduction to the types of colors used. | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 2                 | 4 | Hand drawing and screen printing on (paper - fabric)   | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 3                 | 4 | Hand drawing and screen printing on (paper - fabric)   | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |

|    |   |   |   |           |  |
|----|---|---|---|-----------|--|
| 4  | 4 | Hand drawing and screen printing on (paper - fabric)  | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 5  | 4 | Hand drawing and screen printing on (paper - fabric)  | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 6  | 4 | Delivery of works   | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 7  | 4 | A video presentation with an explanation of the method of drawing on glass and ironing on wood, with an introduction to the types of colors used for this and an introduction to the types of wood. | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 8  | 4 | Drawing on glass or wood (the student has a choice between the two materials)   | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 9  | 4 | Drawing on glass or wood (the student has a choice between the two materials)   | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 10 | 4 | Drawing on glass or wood (the student has a choice between the two materials)   | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 11 | 4 | Drawing on glass or wood (the student has a choice between the two materials)   | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 12 | 4 | Drawing on glass or wood (the student   | 1-The illocutionary   | Hand work | Formative or formative assessment (daily exams, class  |

|    |   |   |   |           |  |
|----|---|---|---|-----------|--|
|    |   | has a choice between the two materials)                                       | method.<br>2- Metacognition method.<br>3-Method of solving problems                     |           | discussion, homework assignments and their follow-up, classroom calendar).   |
| 13 | 4 | Drawing on glass or wood (the student has a choice between the two materials) | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 14 | 4 | Drawing on glass or wood (the student has a choice between the two materials) | 1-The illocutionary method.<br>2- Metacognition method.<br>3-Method of solving problems | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
| 15 | 4 | Delivery of works   |   | Hand work | Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). |
|    |   |   |   |           |  |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
|   |  |  |  |  |  |
| <b>11. Course Evaluation</b>  |  |  |  |  |  |
| 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 |  |  |  |  |  |
| <b>12. Learning and Teaching Resources</b>  |  |  |  |  |  |
| Required textbooks (curricular books, if any)   |  |  |  |  |  |
| Main references (sources)   |  |  |  |  |  |
| Recommended books and references<br>(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

|  |  |
|--|--|
| <b>Course name .1</b>  |  |
| <b>Theatrical techniques</b>   |  |
| <b>Course code .2</b>  |  |
| <b>Semester/year .3</b>  |  |
| <b>2024-2023</b>   |  |
| <b>The date this description was prepared .4</b>   |  |
| <b>2024/22/3</b>   |  |
| <b>Available forms of attendance .5</b>  |  |
| <b>My presence</b>   |  |
| <b>( ) Number of study hours ( ) / Number of units .6</b>  |  |
| <b>(90)-(90)</b>   |  |
| <b>Name of the course administrator (if more than one name is mentioned) .7</b>  |  |
| mozahim.k.hussen@tu.edu.iq : Name: Professor Mozahim Khudair Hussen Email  |  |
| <b>Course objectives .8</b>  |  |
| <p>Providing the Ministry of Education with staff specialized in teaching art -1<br/>                     .education in secondary schools</p> <p>Enabling students to know the theories of directing in which the artistic -2<br/>                     message is conveyed through scenographic composition</p> <p>Introducing students to the foundations of theatrical directing that enable -3<br/>                     .them to know the goals and objectives of all types of theatrical performances</p>  |  |
| <p style="text-align: center;">A- Cognitive objectives</p> <p>That the student is able to know the - 1<br/>                     .types of schools and graduate directions</p> <p>That the student is familiar with the -2<br/>                     .theories that organize theatrical work</p> <p>That the student realizes the - 3<br/>                     importance of theatrical techniques in<br/>                     .constructing and developing ideas</p> <p>That the student is able to know the - 4<br/>                     objectives of theatrical performances that<br/>                     carry the design vision</p> | <p style="text-align: center;">Objectives of the study subject</p> |

|  |  |
|--|--|
| <p>The student should be aware of the - 5 importance of the principles of theatrical techniques in the process of persuading and influencing the recipient</p> <p>.B - The skills objectives of the course</p> <p>The student should be able to practice - 1 .successful design</p> <p>That the student be able to distinguish - 2 theatrical performances</p> <p>The student should be able to use an - 3 appropriate scenographic design to deliver his artistic message to the recipient</p> <p>The student should be able to know the - visual and non-visual language in delivering .the communication message to the recipient</p> <p>....</p> |  |
|--|--|

**Teaching and learning strategies .9**

|  |
|--|
| <p>.The student sets a good example among those around him-1</p> <p>.Forming a general category of good values -2</p> <p>.Providing psychological motivation to achieve emotional goals -3</p> |
|--|

The strategy

**Course structure .10**

| Evaluation method  | Learning method   | Name of the unit or topic           | Required learning outcomes           | hours | the week   |
|--|---|-------------------------------------|--------------------------------------|-------|------------|
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar | The illocutionary -1 . method<br>Metacognition -2 .method<br>Method of solving -3 .problems | Principles of theatrical techniques | Technology concept                   | 2     | the first  |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar | The illocutionary -1 . method<br>Metacognition -2 .method<br>Method of solving -3 .problems | Principles of techniques a          | The concept of theatrical techniques | 2     | the second |
| Formative or   | The illocutionary -1  | Principles                          | Theatrical                           | 2     | the third  |



|   |  |                                |                                  |   |            |
|---|--|--------------------------------|----------------------------------|---|------------|
| formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar                       | . method<br>Metacognition -2<br>.method<br>Method of solving -3<br>.problems                         | of<br>techniques               | costumes                         |   |            |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar          | The illocutionary -1<br>. method<br>Metacognition -2<br>.method<br>Method of solving -3<br>.problems | Principles<br>of<br>techniques | Fashion on<br>the world<br>stage | 2 | the fourth |
| Personal evaluation semester and ) final exams to issue differentiation judgments between students and judgments of success and .(failure | electronic   | Principles<br>of<br>techniques | Monthly<br>exam                  | 2 | Fifth      |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar          | The illocutionary -1<br>. method<br>Metacognition -2<br>.method<br>Method of solving -3<br>.problems | Principles<br>of<br>techniques | The design<br>concept            | 2 | VI         |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar          | The illocutionary -1<br>. method<br>Metacognition -2<br>.method<br>Method of solving -3<br>.problems | Principles<br>of<br>techniques | Theatrical<br>design             | 2 | Seventh    |
| Formative or formative assessment (daily  | The illocutionary -1<br>. method<br>Metacognition -2   | Principles<br>of               | Theatrical<br>lighting           | 2 | VIII       |

|   |   |                          |                            |   |            |
|---|---|--------------------------|----------------------------|---|------------|
| exams, class discussion, homework assignments and their follow-up, classroom .(calendar   | .method<br>Method of solving -3<br>.problems  | techniques               |                            |   |            |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar          | The illocutionary -1<br>.method<br>Metacognition -2<br>.method<br>Method of solving -3<br>.problems | Principles of techniques | Lighting functions         | 2 | Ninth      |
| Personal evaluation semester and ) final exams to issue differentiation judgments between students and judgments of success and .(failure | electronic  | Principles of techniques | Monthly exam               | 2 | The tenth  |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar          | The illocutionary -1<br>.method<br>Metacognition -2<br>.method<br>Method of solving -3<br>.problems | Principles of techniques | decor                      | 2 | eleventh   |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar          | The illocutionary -1<br>.method<br>Metacognition -2<br>.method<br>Method of solving -3<br>.problems | Principles of techniques | Theatrical view            | 2 | twelveth   |
| Formative or formative assessment (daily exams, class discussion,   | The illocutionary -1<br>.method<br>Metacognition -2<br>.method<br>Method of solving -3              | Principles of techniques | Theatrical scenic designer | 2 | Thirteenth |

|   |   |                          |  |   |                     |
|---|---|--------------------------|--|---|---------------------|
| homework assignments and their follow-up, classroom .(calendar  | .problems   |                          |  |   |                     |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar          | The illocutionary -1 . method<br>Metacognition -2 .method<br>Method of solving -3 .problems | Principles of techniques | Theatrical decoration jobs                         | 2 | fourteenth          |
| Personal evaluation semester and ) final exams to issue differentiation judgments between students and judgments of success and .(failure | electronic  | Principles of techniques | Monthly exam                                       | 2 | Fifteenth           |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar          | The illocutionary -1 . method<br>Metacognition -2 .method<br>Method of solving -3 .problems | Principles of directing  | Theater parts                                      | 2 | First - Chapter Two |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar          | The illocutionary -1 . method<br>Metacognition -2 .method<br>Method of solving -3 .problems | Principles of directing  | Music  | 2 | the second          |
|   |   |                          | Application and preparation of graduation research |   | the third           |

|  |   |                          |  |   |            |
|--|---|--------------------------|--|---|------------|
|  |   |                          | Application and preparation of graduation research |   | the fourth |
|  |   |                          | Application and preparation of graduation research |   | Fifth      |
|  |   |                          | Application and preparation of graduation research |   | VI         |
|  |   |                          | Application and preparation of graduation research |   | Seventh    |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar | The illocutionary -1 . method<br>Metacognition -2 .method<br>Method of solving -3 .problems | Principles of techniques | The use of music in the world stage                | 2 | VIII       |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar | The illocutionary -1 . method<br>Metacognition -2 .method<br>Method of solving -3 .problems | Principles of techniques | sound effects                                      | 2 | Ninth      |
| Personal evaluation semester and ) final exams to issue  | electronic  | Principles of techniques | Monthly exam                                       | 2 | The tenth  |

|  |   |                          |   |   |            |
|--|---|--------------------------|---|---|------------|
| differentiation judgments between students and judgments of success and .(failure  |   |                          |   |   |            |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar | The illocutionary -1 . method<br>Metacognition -2 .method<br>Method of solving -3 .problems | Principles of techniques | Make-up                                   | 2 | eleventh   |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar | The illocutionary -1 . method<br>Metacognition -2 .method<br>Method of solving -3 .problems | Principles of techniques | Types of makeup                           | 2 | twelveth   |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar | The illocutionary -1 . method<br>Metacognition -2 .method<br>Method of solving -3 .problems | Principles of techniques | Makeup and the history of its development | 2 | Thirteenth |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar | The illocutionary -1 . method<br>Metacognition -2 .method<br>Method of solving -3 .problems | Principles of techniques | Closed theater and open theater           | 2 | fourteenth |
| Personal evaluation semester and ) final exams to issue differentiation judgments  | electronic  | Principles of techniques | Monthly exam                              | 2 | Fifteenth  |

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| between students and judgments of success and .(failure |  |  |  |  |  |
|---|--|--|--|--|--|

**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**

|   |   |
|---|---|
| Theatrical techniques - Haider Al-Ameedi  | Required textbooks (methodology, if any)                                      |
| What is scenography? Pamela Howard - Theory of theatrical presentation - Julian Hilton    | Main references (sources)   |
| Al-Academy Art Magazine - College of Fine Arts - Baghdad                                  | Recommended supporting books and references (scientific journals, reports...) |
| The theater library is available on the Telegram application<br>Theatrical stage location | Electronic references, Internet sites   |



|  |              |
|--|--------------|
| elocution<br>And interrogation<br>And lectures<br>And discussion | The strategy |
|--|--------------|

### Course structure .10

| Evaluation method  | Learning method | Name of the unit or topic                                       | Required learning outcomes | hours | the week   |
|--|-----------------|---|----------------------------|-------|------------|
| All lectures<br>The evaluation is done according to the following and annual tests<br>Discussion | lecture         | <i>The concept of personality in the psychological heritage</i> |                            | 2     | the first  |
|  | Discussion      | <i>Personality determinants<br/>Personality dynamics</i>        |                            | 2     | the second |
|  | lecture         | <i>Dimensions of personality building and growth</i>            |                            | 2     | the third  |
|  | Interrogation   | <i>Personality theories</i>                                     |                            | 2     | the fourth |
|  | Discussion      | =   |                            | 2     | Fifth      |
|  | lecture         | =   |                            | 2     | VI         |
|  | Discussion      | =   |                            | 2     | Seventh    |

### 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**

|   |   |
|---|---|
| Duane Meltz's Personality - Theories<br>The soul: its diseases, its - emotions, its treatment according to Kamal<br>Personality: Evaluation, Naima Al-Shamaa's research methods | Required textbooks (methodology, if any)                                      |
| Knapp Introduction to Psychology, Linda David , Fourth Edition  | references (sources)  |
| Internet check<br>Research , studies and scientific reports   | Recommended supporting books and references (scientific journals, reports...) |
| Duane Meltz's Personality - Theories  | 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  | 1. Educational institution            |
| Department of Art Education  | 2. Scientific department/center       |
| Watch and apply  | 3. Course name/code                   |
| My presence  | 4. Available attendance forms         |
| 2024-2023  | 5. Semester/year                      |
| 60   | 6. Number of study hours (total)      |
| 2023/2/10  | 7. Date this description was prepared |
| 8. Course objectives   |                                       |
| 1- Providing the Ministry of Education with staff specialized in teaching art .education in secondary schools                                |                                       |
| 2- Enabling students to know the means of communication through which the .artistic message is delivered to students and society             |                                       |
| 3- Enhancing students' awareness of the goals and functions of personal, .personal, collective, folkloric and popular means of communication |                                       |
| 4- Providing students with skills in communication trends that occur in various .fields of education and life                                |                                       |

|   |
|---|
| 5- Introducing students to the foundations of media education that enable them .to know the goals and objectives of all types of means of communication |
| 6- Teaching students the theoretical foundations on which means of .communication depend in their influence on recipients                               |
|   |
|   |
|   |

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

|   |
|---|
|   |
| <p>C- Emotional and value goals</p> <p>C1- The student's awareness of the status of means of communication and their importance in the required psychological structure</p> <p>C2- Identify the importance of media education for the frameworks of communication media trends</p> <p>C3- Developing knowledge of the meanings of verbal language and physical language during communication</p> <p>C4- Working on the student's awareness of the importance of means of communication in all areas of life</p> |
| Teaching and learning methods   |
| <p>Emotional goals do not depend on traditional teaching methods, because they are value-based goals that cannot be taught like cognitive goals. Therefore, the following is adopted</p> <p>.The student sets a good example among those around him-1</p> <p>.Forming a general category of good values -2</p> <p>.Providing psychological motivation to achieve emotional goals-3</p>  |
| Evaluation methods  |
| <p>Emotional goals are not evaluated through traditional tests. Rather, reliance is placed on observing the student's behavior, interviewing her, discussing her, and following up on her relationship with the educational environment, which provides a cumulative record of her representation of the emotional and value goals</p>  |
| <p>D - Transferable general and qualifying skills (other skills related to employability and personal development</p> <p>.D1- Scientific dialogue and discussion skills</p> <p>D2- Skills in modern technologies in communications, documentation, and communication with scientific institutions and centers</p> <p>.D3- Teamwork skills, especially in scientific research</p> <p>D4- Skills for solving educational problems using educational and psychological programs and methods</p>                    |

| 11.Course structure   |  |                        |   |       |            |
|---|--|------------------------|---|-------|------------|
| 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<br>Metacognition -2 .method<br>Method of -3 .solving problems | Watch and apply        | Etiquette of the teaching profession        | 2     | the first  |
| Formative or formative assessment daily exams, class ) discussion, homework assignments and their follow-up, classroom .(calendar         | The -1 illocutionary .method<br>Metacognition -2 .method<br>Method of -3 .solving problems | Watch and apply        | Foundation s of good teaching               | 2     | the second |
| Formative or formative assessment daily exams, class ) discussion, homework assignments and their follow-up, classroom .(calendar         | The -1 illocutionary .method<br>Metacognition -2 .method<br>Method of -3 .solving problems | Watch and apply        | Class managemen t and organization          | 2     | the third  |
| Formative or formative assessment daily exams, class ) discussion, homework assignments and their follow-up, classroom .(calendar         | The -1 illocutionary .method<br>Metacognition -2 .method<br>Method of -3 .solving problems | Watch and apply        | Class questions, their importance and types | 2     | the fourth |
| Personal evaluation semester and final ) exams to issue differentiation judgments between students and judgments of success .(and failure | The -1 illocutionary .method<br>Metacognition -2 .method<br>Method of -3 solving problems  | Watch and apply        | Daily and annual teaching plan              | 2     | Fifth      |
| Formative or formative assessment daily exams, class ) discussion, homework   | The -1 illocutionary .method<br>Metacognition -2   | Watch and apply        | Teaching competenci es                      | 2     | VI         |

|  |   |                 |  |   |                             |
|--|---|-----------------|--|---|-----------------------------|
| assignments and their follow-up, classroom<br>(calendar  | .method<br>Method of -3<br>.solving problems  |                 |  |   |                             |
| Formative or formative assessment daily exams, class )<br>discussion,<br>homework<br>assignments and their follow-up, classroom<br>(calendar   | The -1 illocutionary<br>.method<br>Metacognition -2<br>.method<br>Method of -3<br>.solving problems | Watch and apply | Teaching strategy                          | 2 | Seventh                     |
| Personal evaluation semester and final )<br>exams to issue differentiation judgments between students and judgments of success<br>(and failure | <b>My presence</b>  | Watch and apply | Monthly exam                               | 2 | VIII                        |
| Formative or formative assessment daily exams, class )<br>discussion,<br>homework<br>assignments and their follow-up, classroom<br>(calendar   | The -1 illocutionary<br>.method<br>Metacognition -2<br>.method<br>Method of -3<br>.solving problems | Watch and apply | Teaching skills                            | 2 | Second semester, first week |
| Personal evaluation semester and final )<br>exams to issue differentiation judgments between students and judgments of success<br>(and failure | The -1 illocutionary<br>.method<br>Metacognition -2<br>.method<br>Method of -3<br>.solving problems | Watch and apply | Types of teaching skills                   | 2 | the second                  |
| Formative or formative assessment daily exams, class )<br>discussion,<br>homework<br>assignments and their follow-up, classroom<br>(calendar   | The -1 illocutionary<br>.method<br>Metacognition -2<br>.method<br>Method of -3<br>.solving problems | Watch and apply | Discussion and classroom management skills | 2 | the third                   |
| Formative or formative assessment daily exams, class )<br>discussion,<br>homework<br>assignments and their follow-up, classroom                | The -1 illocutionary<br>.method<br>Metacognition -2<br>.method<br>Method of -3<br>.solving problems | Watch and apply | Use of educational media                   | 2 | the fourth                  |



|  |  |  |  |  |  |
|--|--|--|--|--|--|
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

|                           |  |   |
|---------------------------|--|---|
| <b>12. Infrastructure</b> |  |   |
|                           | Lectures and basic educational topics on the foundations of good teaching  | Required prescribed -1 books  |
|                           | Source of teaching competencies for the concept of arts training<br>By Dr. Suhaila Mohsen Kazem (year 2003)              | Main references -2 (sources)  |
|                           | Book / Introduction to Research Methods, Allied Sciences, and Manuscript Verification between (1986) Theory and Practice | Recommended books and references (scientific (...), journals, reports |
|                           | Educational lectures approved by Google  | B - Electronic references, ...Internet sites                          |

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



## Course description form

|  |                                 |
|--|---------------------------------|
| <b>Course name .1</b>  |                                 |
| Plastic graduation project   |                                 |
| <b>Course code .2</b>  |                                 |
|  |                                 |
| <b>Semester/year .3</b>  |                                 |
| Annual (2023-2024)   |                                 |
| <b>The date this description was prepared .4</b>   |                                 |
| 2024/20/3  |                                 |
| <b>Available forms of attendance .5</b>  |                                 |
| My presence  |                                 |
| <b>Number of study hours (total) / number of units (total) .6</b>  |                                 |
| 120/120  |                                 |
| <b>Name of the course administrator (if more than one name is mentioned) .7</b>  |                                 |
| <a href="mailto:nibraswafa@tu.edu.iq">nibraswafa@tu.edu.iq</a> : Name : A.M.D. Nibras Wafa Badri Email   |                                 |
| <b>Course objectives .8</b>  |                                 |
| <ul style="list-style-type: none"><li>Developing the capabilities of university outputs in the field of art</li><li>Enabling the learner to complete the plastic graduation project according to the academic steps</li><li>Enhancing learners' awareness of the importance of the subject of the plastic graduation project</li><li>Increasing the effectiveness of teaching by selecting successful means and methods</li><li>Enhancing the spirit of research and exploration among students</li><li>Developing learners' creative thinking</li></ul> | Objectives of the study subject |

## Teaching and learning strategies .9

|   |              |
|---|--------------|
| Active thinking -<br>Brainstorming method -<br>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 |
|--|---|--|--|-------|----------|
| Formative or formative assessment (daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar | The -1 illocutionary . method<br>Metacognition -2 .method<br>Method of -3 solving .problems | An overview of the project subject and an introduction to its nature | The student - should be familiar with technical schools and critical .trends<br>The student - should be able to perform various types of artistic .works | 4     | 1        |
| Formative or formative assessment (daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar | The -1 illocutionary . method<br>Metacognition -2 .method<br>Method of -3 solving .problems | Project topic: historical, ) heritage, popular, (social              | The student - should be familiar with technical schools and critical .trends<br>The student - should be able to perform various types of artistic .works | 4     | 2        |
| Formative or formative assessment (daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar | The -1 illocutionary . method<br>Metacognition -2 .method<br>Method of -3 solving .problems | Project topic: historical, ) heritage, popular, (social              | The student - should be familiar with technical schools and critical .trends<br>The student - should be able to perform various types of artistic .works | 4     | 3        |
| Formative or formative assessment (daily exams, ) class discussion, homework assignments and                                       | The -1 illocutionary . method<br>Metacognition -2 .method<br>Method of -3 solving           | Preparing project prototypes   | The student - should be familiar with technical schools and critical .trends   | 4     | 4        |

|   |   |                                      |  |   |   |
|---|---|--------------------------------------|--|---|---|
| their follow-up, classroom .(calendar   | .problems   |                                      | The student - should be able to perform various types of artistic .works   |   |   |
| Formative or formative assessment daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar | The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems | Preparing project prototypes         | The student - should be familiar with technical schools and critical .trends<br>The student - should be able to perform various types of artistic .works | 4 | 5 |
| Formative or formative assessment daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar | The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems | Select a successful initial attempt  | The student - should be familiar with technical schools and critical .trends<br>The student - should be able to perform various types of artistic .works | 4 | 6 |
| Formative or formative assessment daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar | The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems | Select a successful initial attempt  | The student - should be familiar with technical schools and critical .trends<br>The student - should be able to perform various types of artistic .works | 4 | 7 |
| Formative or formative assessment daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar | The -1 illocutionary . method Metacognition -2 .method Method of -3 solving .problems | Study the initial attempt by shading | The student - should be familiar with technical schools and critical .trends<br>The student - should be able to perform various types of artistic .works | 4 | 8 |
| Formative or  | The -1  | Study the                            | The student -  | 4 | 9 |

|   |  |   |  |   |    |
|---|--|---|--|---|----|
| formative assessment daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar              | illocutionary . method<br>Metacognition -2<br>.method<br>Method of -3<br>solving .problems           | initial attempt by shading                    | should be familiar with technical schools and critical .trends<br>The student - should be able to perform various types of artistic .works               |   |    |
| Formative or formative assessment daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar | The -1<br>illocutionary . method<br>Metacognition -2<br>.method<br>Method of -3<br>solving .problems | Study the initial attempt by shading          | The student - should be familiar with technical schools and critical .trends<br>The student - should be able to perform various types of artistic .works | 4 | 10 |
| Formative or formative assessment daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar | The -1<br>illocutionary . method<br>Metacognition -2<br>.method<br>Method of -3<br>solving .problems | Conduct separate studies for each visual word | The student - should be familiar with technical schools and critical .trends<br>The student - should be able to perform various types of artistic .works | 4 | 11 |
| Formative or formative assessment daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar | The -1<br>illocutionary . method<br>Metacognition -2<br>.method<br>Method of -3<br>solving .problems | Conduct separate studies for each visual word | The student - should be familiar with technical schools and critical .trends<br>The student - should be able to perform various types of artistic .works | 4 | 12 |
| Formative or formative assessment daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar | The -1<br>illocutionary . method<br>Metacognition -2<br>.method<br>Method of -3<br>solving .problems | Executing the model in watercolor             | The student - should be familiar with technical schools and critical .trends<br>The student - should be able to perform various                          | 4 | 13 |

|   |  |   |  |   |    |
|---|--|---|--|---|----|
|   |  |   | types of artistic .works   |   |    |
| Formative or formative assessment daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar | The -1 illocutionary . method<br>Metacognition -2 .method<br>Method of -3 solving .problems  | Executing the model in watercolor                     | The student - should be familiar with technical schools and critical .trends<br>The student - should be able to perform various types of artistic .works | 4 | 14 |
| Formative or formative assessment daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar | The -1 illocutionary . method<br>Metacognition -2 .method<br>Method of -3 solving .problems  | Executing the model in watercolor                     | The student - should be familiar with technical schools and critical .trends<br>The student - should be able to perform various types of artistic .works | 4 | 15 |
| Diagnostic evaluation semester and ) final exams to issue judgments of success and .(failure                                      |  | Evaluation of works of art                            |  | 4 | 16 |
| Formative or formative assessment daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar | The -1 illocutionary . method<br>Metacognition -2 .method<br>Method of -3 solving .problems  | Implement the project in oil colors on a large canvas | The student should be familiar with technical schools and critical .trends   | 4 | 17 |
| Formative or formative assessment daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar | The -1 illocutionary . method<br>Metacognition -2 . method<br>Method of -3 solving .problems | Implement the project in oil colors on a large canvas | The student - should be able to perform various types of artistic .works   | 4 | 18 |
| Formative or formative assessment daily exams, ) class discussion,  | The -1 illocutionary . method<br>Metacognition -2 .method                                    | Implement the project in oil colors on a large canvas | The student should be familiar with technical schools and critical   | 4 | 19 |

|   |   |   |  |   |    |
|---|---|---|--|---|----|
| homework assignments and their follow-up, classroom .(calendar  | Method of -3 solving .problems  |   | .trends  |   |    |
| Formative or formative assessment daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar | The -1 illocutionary . method<br>Metacognition -2 .method<br>Method of -3 solving .problems | Implement the project in oil colors on a large canvas | The student - should be able to perform various types of artistic .works   | 4 | 20 |
| Formative or formative assessment daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar | The -1 illocutionary . method<br>Metacognition -2 .method<br>Method of -3 solving .problems | Implement the project in oil colors on a large canvas | The student should be familiar with technical schools and critical .trends | 4 | 21 |
| Formative or formative assessment daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar | The -1 illocutionary . method<br>Metacognition -2 .method<br>Method of -3 solving .problems | Implement the project in oil colors on a large canvas | The student - should be able to perform various types of artistic .works   | 4 | 22 |
| Formative or formative assessment daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar | The -1 illocutionary . method<br>Metacognition -2 .method<br>Method of -3 solving .problems | Implement the project in oil colors on a large canvas | The student should be familiar with technical schools and critical .trends | 4 | 23 |
| Formative or formative assessment daily exams, ) class discussion, homework assignments and their follow-up, classroom .(calendar | The -1 illocutionary . method<br>Metacognition -2 .method<br>Method of -3 solving .problems | Implement the project in oil colors on a large canvas | The student - should be able to perform various types of artistic .works   | 4 | 24 |
| Formative or formative assessment   | The -1 illocutionary . method   | Implement the project in oil colors on a              | The student should be familiar with  | 4 | 25 |

|   |  |  |   |   |    |
|---|--|--|---|---|----|
| daily exams, )<br>class discussion,<br>homework<br>assignments and<br>their follow-up,<br>classroom<br>(calendar  | Metacognition -2<br>.method<br>Method of -3<br>solving<br>.problems  | large canvas   | technical schools<br>and critical<br>.trends  |   |    |
| Formative or<br>formative<br>assessment<br>daily exams, )<br>class discussion,<br>homework<br>assignments and<br>their follow-up,<br>classroom<br>(calendar | The -1<br>illocutionary<br>. method<br>Metacognition -2<br>.method<br>Method of -3<br>solving<br>.problems | Implement<br>the project in<br>oil colors on a<br>large canvas | The student -<br>should be able to<br>perform various<br>types of artistic<br>.works      | 4 | 26 |
| Formative or<br>formative<br>assessment<br>daily exams, )<br>class discussion,<br>homework<br>assignments and<br>their follow-up,<br>classroom<br>(calendar | The -1<br>illocutionary<br>. method<br>Metacognition -2<br>.method<br>Method of -3<br>solving<br>.problems | Implement<br>the project in<br>oil colors on a<br>large canvas | The student<br>should be<br>familiar with<br>technical schools<br>and critical<br>.trends | 4 | 27 |
| Formative or<br>formative<br>assessment<br>daily exams, )<br>class discussion,<br>homework<br>assignments and<br>their follow-up,<br>classroom<br>(calendar | The -1<br>illocutionary<br>. method<br>Metacognition -2<br>.method<br>Method of -3<br>solving<br>.problems | Implement<br>the project in<br>oil colors on a<br>large canvas | The student -<br>should be able to<br>perform various<br>types of artistic<br>.works      | 4 | 28 |
| Formative or<br>formative<br>assessment<br>daily exams, )<br>class discussion,<br>homework<br>assignments and<br>their follow-up,<br>classroom<br>(calendar | The -1<br>illocutionary<br>. method<br>Metacognition -2<br>.method<br>Method of -3<br>solving<br>.problems | Implement<br>the project in<br>oil colors on a<br>large canvas | The student<br>should be<br>familiar with<br>technical schools<br>and critical<br>.trends | 4 | 29 |
| Diagnostic<br>evaluation<br>semester and )<br>final exams to<br>issue judgments<br>of success and<br>(failure   |  | Evaluation of<br>works of art                                  |   | 4 | 30 |

**Course evaluation .11**

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

**Learning and teaching resources .12**

|   | Required textbooks (methodology, if any)                                      |
|---|---|
| Concepts in pictorial construction/ Dr. Aziz Al-Rikabi -<br>Training in plastic arts/ Abdel Fattah Riad -<br>Drawing How do we taste it ? (Elements of Composition)/Frederick Mallens - | Main references (sources)   |
| Vision Dialogue/Nathan Nobler -<br>The creative process in the art of photography/Dr. Shaker Abdel Hamid -  | Recommended supporting books and references (scientific journals, reports...) |
| Artists' channels on YouTube that specialize in teaching .drawing   | Electronic references, Internet sites   |



## Course description form

**Course name .1**

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

**Course code .2**

**Theater graduation project**

**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**

120

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

Email Prof. Basim Muhammad Ahmedl:basim.m.ahmeed@tu.edu.iq

**Course objectives .8**

|    |  |                                 |
|----|--|---------------------------------|
| 1- | Providing the Ministry of Education with specialized personnel, especially in extracurricular activities | Objectives of the study subject |
| 2- | Enabling students to transfer part of the curriculum to teaching proper pronunciation                    |                                 |
| 3- | Teaching the student performance skills as an aid to understanding the curriculum                        |                                 |
| 4- | Increasing literary boldness and eloquence during delivery and breaking the barrier of fear              |                                 |
| 5- | The student learns to prepare topics from the curricula in a representative manner                       |                                 |
| 6- | The student learns to think, innovate, and prepare by presenting his activities to the students          |                                 |

**Teaching and learning strategies .9**

Lecture ( instructional )  
 Practical lecture  
 Discussion  
 Model analysis

The strategy

**Course structure .10**

| <b>Evaluation method</b> | <b>Learning method</b> | <b>Name of the unit or topic</b> | <b>Required learning outcomes</b>     | <b>hours</b> | <b>the week</b> |
|--------------------------|------------------------|----------------------------------|---------------------------------------|--------------|-----------------|
| Daily testing            | lecture                | Theater graduation project       | About the project                     | 4            | 1               |
| Daily testing            | lecture                | Theater graduation project       | The importance of the project         | 4            | 2               |
| Oral test                | Discussion             | Theater graduation project       | What it is<br>The project             | 4            | 3               |
| Daily testing            | Mental bombardment     | Theater graduation project       | How to prepare forms                  | 4            | 4               |
| Daily testing            | lecture                | Theater graduation project       | Classic text                          | 4            | 5               |
| Daily testing            | workshop               | Theater graduation project       | Analysis of theatrical text           | 4            | 6-              |
| Daily test               | workshop               | Theater graduation project       | Text of the Roman era                 | 4            | 7               |
| Daily testing            | workshop               | Theater graduation project       | Analysis of theatrical text           | 4            | 8               |
| Oral test                | workshop               | Theater graduation project       | Renaissance model                     | 4            | 9               |
| Daily testing            | workshop               | Theater graduation project       | Analysis of theatrical text           | 4            | 10              |
| Daily testing            | workshop               | Theater graduation project       | Text by Shakespeare                   | 4            | 11              |
| Daily testing            | workshop               | Theater graduation project       | Analysis of Shakespeare's text        | 4            | 12              |
| Daily testing            | a lecture              | Theater graduation project       | Examples of English theatre           | 4            | 14              |
| Achievement evaluation   | a test                 | Theater graduation project       | Examples of French theatre            | 4            | 15              |
| Daily testing            | a lecture              | Theater graduation project       | Models of modern theater worldwide    | 4            | 16              |
| Daily testing            | workshop               | Theater graduation project       | Examples of Arab theatre              | 4            | 17              |
| Practical test           | workshop               | Theater graduation project       | Models of Iraqi theater               | 4            | 18              |
| Practical test           | workshop               | Theater graduation project       | Analysis of models for representation | 4            | 19              |
| Practical test           | workshop               | Theater graduation project       | Determine work cadres                 | 4            | 20              |
| Achievement evaluation   | a test                 | Theater graduation project       | Conduct a test                        | 4            | 21              |

|  |          |                                |   |   |    |
|--|----------|--------------------------------|---|---|----|
| Daily testing                                      | workshop | Theater graduation project     | Output label                                      | 4 | 22 |
| Daily testing                                      | workshop | Theater graduation project     | Naming actors and technicians                     | 4 | 23 |
| Daily testing                                      | workshop | Theater graduation project     | Exercises (rehearsals)                            | 4 | 24 |
| Daily testing                                      | workshop | Theater graduation project     | Exercises (rehearsals)                            | 4 | 25 |
| Daily testing                                      | workshop | Accelerated graduation project | Exercises (rehearsals)                            | 4 | 26 |
| Daily testing                                      | workshop | Theater graduation project     | Exercises (rehearsals)                            | 4 | 27 |
| Practical test                                     | workshop | Theater graduation project     | Exercises (rehearsals)                            | 4 | 28 |
| Daily testing                                      | workshop | Theater graduation project     | Presentation before a committee                   | 4 | 29 |
| A semester exam and a final achievement evaluation | Exam     | Theater graduation project     | Presentation in front of an audience (evaluation) |   | 30 |

### Course evaluation .11

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

### Learning and teaching resources .12

Texts by international and Arab theater writers ( Sophocles , Euripides , Shakespeare, Seneca , Plautus , Terrance , Marlowe, Racine , Corneille , Molière, writers of the Theater of the Absurd, epic theatre, and Arab and Iraqi theater writers

Required textbooks (methodology, if any)

Innovations of playwrights in the twentieth century, Sami Abdel Hamid

references (sources)

|  |   |
|--|---|
| Directing, acting and techniques books   |   |
| Watch sober theatrical performances  | Recommended supporting books and references (scientific journals, reports...) |
| Texts by international and Arab theater writers ( Sophocles , Euripides , Shakespeare, Seneca , Plautus , Terrance , Marlowe, Racine , Corneille , Molière, writers of the Theater of the Absurd, epic theatre, and Arab and Iraqi theater writers | Electronic references, Internet sites   |

## Course description form

|   |  |
|---|--|
| <b>Course name .1</b>   |  |
| <b>Means of communication</b>   |  |
| <b>Course code .2</b>   |  |
| <b>Semester/year .3</b>   |  |
| 2024-2023   |  |
| <b>The date this description was prepared .4</b>  |  |
| 2024/23/3   |  |
| <b>Available forms of attendance .5</b>   |  |
| <b>My presence</b>  |  |
| <b>Number of study hours (total) / number of units (total) .6</b>   |  |
| (120) Number of hours (60) Number of units  |  |
| <b>Name of the course administrator (if more than one name is mentioned) .7</b>   |  |
| <a href="mailto:Yaseen.a@tu.edu.iq">Yaseen.a@tu.edu.iq</a> : Name: Prof. Dr. Yassin Alwan Al-Tayef. Email   |  |
| <b>Course objectives .8</b>   |  |
| <p>Providing the Ministry of Education with staff specialized<br/>.in teaching art education in secondary schools</p> <p>Enabling students to know the means of communication<br/>through which the artistic message is delivered to students<br/>.and society</p> <p>Enhancing students' awareness of the goals and functions<br/>of personal, personal, collective, folkloric and popular<br/>.means of communication</p> <p>Providing students with skills in communication trends that<br/>.occur in various fields of education and life</p> <p>Introducing students to the foundations of media education<br/>that enable them to know the goals and objectives of all<br/>.types of means of communication</p> <p>Teaching students the theoretical foundations on which<br/>means of communication depend in their influence on<br/>.recipients</p> | <p>Objectives of the study<br/>subject</p> |
| <b>Teaching and learning strategies .9</b>  |  |

.Descriptive method -1  
 .Discussion method -2  
 .Method of solving problems -3

The strategy

**Course structure .10**

| <b>Evaluation method</b>  | <b>Learning method</b>  | <b>Name of the unit or topic</b> | <b>Required learning outcomes</b> | <b>hours</b> | <b>the week</b> |
|---|---|----------------------------------|-----------------------------------|--------------|-----------------|
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar          | The -1 illocutionary . method<br>Discussion -2 method<br>Method of -3 .solving problems | Means of communication           | Communication concept             | 2            | the first       |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar          | The -1 illocutionary . method<br>Discussion -2 method<br>Method of -3 .solving problems | Means of communication           | Communication elements            | 2            | the second      |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar          | The -1 illocutionary . method<br>Discussion -2 method<br>Method of -3 .solving problems | Means of communication           | Types of communication            | 2            | the third       |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar          | The -1 illocutionary . method<br>Discussion -2 method<br>How to solve -3 ..problems     | Means of communication           | Forms of communication            | 2            | the fourth      |
| Personal evaluation semester and final exams ) to issue differentiation judgments between students and judgments of success .(and failure | My presence   | Means of communication           | Monthly exam                      | 2            | Fifth           |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar          | The -1 illocutionary . method<br>Discussion -2 method<br>Method of -3 .solving problems | Means of communication           | Communication purposes            | 2            | VI              |
| Formative or formative assessment (daily exams, class discussion, homework  | The -1 illocutionary . method   | Means of communication           | The importance of communication   | 2            | Seventh         |

|   |   |                        |   |   |            |
|---|---|------------------------|---|---|------------|
| assignments and their follow-up, classroom .(calendar   | Discussion -2<br>method<br>Method of -3<br>.solving problems  |                        |   |   |            |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar          | The -1<br>illocutionary<br>. method<br>Discussion -2<br>method<br>Method of -3<br>.solving problems | Means of communication | Communication arts                      | 2 | VIII       |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar          | The -1<br>illocutionary<br>. method<br>Discussion -2<br>method<br>Method of -3<br>.solving problems | Means of communication | Communication arts                      | 2 | Ninth      |
| Personal evaluation semester and final exams ) to issue differentiation judgments between students and judgments of success .(and failure | My presence   | Means of communication | Monthly exam                            | 2 | The tenth  |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar          | The -1<br>illocutionary<br>. method<br>Discussion -2<br>method<br>Method of -3<br>.solving problems | Means of communication | Conditions for successful communication | 2 | eleventh   |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar          | The -1<br>illocutionary<br>. method<br>Discussion -2<br>method<br>Method of -3<br>.solving problems | Means of communication | Characteristics of mass media           | 2 | twelveth   |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar          | The -1<br>illocutionary<br>. method<br>Discussion -2<br>method<br>Method of -3<br>.solving problems | Means of communication | Characteristics of mass media           | 2 | Thirteenth |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar          | The -1<br>illocutionary<br>. method<br>Discussion -2<br>method<br>Method of -3<br>.solving problems | Means of communication | Uses of mass communication              | 2 | fourteenth |
| Personal evaluation semester and final exams ) to issue differentiation   | My presence   | Means of communication | Monthly exam                            | 2 | Fifteenth  |

|  |   |                        |  |   |                     |
|--|---|------------------------|--|---|---------------------|
| judgments between students and judgments of success .(and failure  |   |                        |  |   |                     |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar | The -1 illocutionary . method<br>Discussion -2 method<br>Method of -3 .solving problems | Means of communication | Media education and its importance in the structure of communication | 2 | First - Chapter Two |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar | The -1 illocutionary . method<br>Discussion -2 method<br>Method of -3 .solving problems | Means of communication | Communication Theories - Gatekeeper Theory                           | 2 | the second          |
|  |   |                        | Application and preparation of graduation research                   |   | the third           |
|  |   |                        | Application and preparation of graduation research                   |   | the fourth          |
|  |   |                        | Application and preparation of graduation research                   |   | Fifth               |
|  |   |                        | Application and preparation of graduation research                   |   | VI                  |
|  |   |                        | Application and preparation of graduation research                   |   | Seventh             |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar | The -1 illocutionary . method<br>Discussion -2 method<br>Method of -3 .solving problems | Means of communication | Prioritization theory  | 2 | VIII                |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom .(calendar | The -1 illocutionary . method<br>Discussion -2 method<br>Method of -3 .solving problems | Means of communication | and gratifications theory  | 2 | Ninth               |
| Personal evaluation semester and final exams ) to issue differentiation judgments between students and judgments of success      | My presence   | Means of communication | Monthly exam   | 2 | The tenth           |



|  |  |                        |                                 |   |            |
|--|--|------------------------|---------------------------------|---|------------|
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). (and failure          | The -1 illocutionary method<br>Discussion -2 method<br>Method of -3 solving problems | Means of communication | Cultural implantation theory    | 2 | eleventh   |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). (calendar             | The -1 illocutionary method<br>Discussion -2 method<br>Method of -3 solving problems | Means of communication | Frame theory                    | 2 | twelveth   |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). (calendar             | The -1 illocutionary method<br>Discussion -2 method<br>Method of -3 solving problems | Means of communication | Value determinism theory        | 2 | Thirteenth |
| Formative or formative assessment (daily exams, class discussion, homework assignments and their follow-up, classroom calendar). (calendar             | The -1 illocutionary method<br>Discussion -2 method<br>Method of -3 solving problems | Means of communication | Communication dependence theory | 2 | fourteenth |
| Personal evaluation semester and final exams ) to issue differentiation judgments between students and judgments of success and failure). (and failure | My presence  | Means of communication | 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

Formative or formative assessment (daily exams, class discussion, homework -1 assignments and their follow-up, classroom calendar

- .Daily exam: 5 marks •
- .Class discussion: 10 marks •
- .Homework: 5 marks •
- .Class calendar: 30 marks •
- Personal evaluation (semester and final exams to issue differentiation -2  
 .(judgments between students and judgments of success and failure
- .Semester: 50 degrees •
- .Final: 50 marks •

### Learning and teaching resources .12

|  |   |
|--|---|
| Means of communication and its theories/Susan Al-Qalini  | Required textbooks (methodology, if any)                                      |
| Communication theories/Mohamed Abdel Hamid<br>Communication theories/Mervat Al-Tarabishi and Abdel-Aziz Al-Sayed<br>Theories of media influence/Mohammed bin Saud Al-Bishr | Main references (sources)   |
| Media Researcher •<br>.Magazine<br>. Media Magazine •  | Recommended supporting books and references (scientific journals, reports...) |
| Media and communication library available on the Telegram application  | Electronic references, Internet sites   |