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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 17/9/2023

File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Fourth	-----	Assessment	2	0

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

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

Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				

Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				

Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.

- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.

2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.

- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.

- Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Assessment
2. Course Code:
–––––
3. Semester / Year:
2024–2025
4. Description Preparation Date:
30/32024
5. Available Attendance Forms:
Fourth stage
6. Number of Credit Hours (Total) / Number of Units (Total)
60
7. Course administrator's name (mention all, if more than one name)
Name: mayada khdayr yas Email: mayyada.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	• **Preparing student capa of designing test English language** ….. • ….. • …..
9. Teaching and Learning Strategies	
Strategy	The ability to distinguish between what is corr and acceptable and wrong and not acceptable question making and assessing students' skills.

10. Course Structure					
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
First	2	Class	The Process of Developing Assessment	Use it in developing the graduation project	Class test
Second	2	class	Techniques for Testing	Use it in developing the graduation project	Class test
Third	2	class	Assessing Reading	Use it in developing the graduation project	Class test
Fourth	2	class	Assessing Listening=	Use it in developing the graduation project	class test
Fifth	2	Class	Assessing Listening	Use it in developing the graduation project	Class test
Sixth	2	Class	Assessing Speaking	Use it in developing the graduation project	Class test
Seventh	2	Class	Student Test-Taking Strategies =	Use it in developing the graduation project	Class test
Eighth	2	class	Administering Assessment	Use it in developing the graduation project	Class test
Ninth	2	class	Using Assessment	Use it in developing the graduation project	Class test
Tenth	2	class	Assessing ESL Students' Knowledge of Content in K-12 Classes	Use it in developing the graduation project	Class test
Eleventh	2	Class	Assessing ESL Students' Knowledge of	Use it in developing the graduation project	Class test
Twelfth	2	Class	Portfolios and observations	Use it in developing the graduation project	Class test
Thirteenth	2	Class	Doing project work in testin	Use it in developing the graduation project	Class test

Fourteenth	2	Class	Term Exam	Use it in developing the graduation project	Class test
Fifteenth	2	Class	Term Exam	Use it in developing the graduation project	Class test
Sixteenth	2	practicum			
Seventeenth	2	practicum			
Eighteenth	2	practicum			
Nineteenth	2	practicum			
Twentieth	2	practicum			
Twenty-First	2	practicum			
venty-Second	2	practicum			
Twenty-Third	2	practicum			
wenty-Fourth	2	practicum			
Twenty-Fifth	2	practicum			
Twenty-Sixth	2	practicum			
enty-Seventh	2	practicum			
Twenty-Eight	2	practicum			
Twenty-Ninth	2	practicum			
Thirtieth	2	practicum			

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

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Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

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Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

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The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

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Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
second	-----	Drama	2	0

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

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

Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				

Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				

Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.

- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.

2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.

- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.

- Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Drama
2. Course Code:
–––––
3. Semester / Year:
2023–2024
4. Description Preparation Date:
17/9/2023
5. Available Attendance Forms:
Full time (second year students)
6. Number of Credit Hours (Total) / Number of Units (Total)
60
7. Course administrator's name (mention all, if more than one name)
Name: Assist. Prof. Zeena Salim Hammoudi Email: zeena.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	• ..... • ..... • .....
9. Teaching and Learning Strategies	
Strategy	Explication & analysis Brain-storming Team work

10. Course Structure

Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
First	2	Understanding a knowledge of ba theatrical terminology	Definitions of theatrical terms	Uploading video, aud and writte lectures, discussion and dialogue,	Attending and participati in the lect via electronic

				showing a film	class homework
Second	2	Understanding a knowledge of ba theatrical terminology	Definition of theatri terms	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Third	2	Understanding a knowledge of ba theatrical terminology	Definition of theatri terms	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Fourth	2	Understanding a knowledge of ba theatrical terminology	An introduct y introduct n to the and plays discussed the f chapter	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Fifth	2	Understanding th play, identifying contributions of i writer, and developing their ability to analyze and criticize	The stronger	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Sixth	2	Understanding th play, identifying t contributions of it writer, and developing their ability to analyze and criticize	The stronger	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Seventh	2	Understanding th play, identifying t	The stronger	Uploading video, au	Attending and

		contributions of i writer, and developing their ability to analyze and criticize		and writ lectures, discussion and dialogue, showing film	participati in the lect via electronic class homework
Eighth	2	The ability to understand and memorize definitions and t ability to analyz and criticize the play	First mon exam for first semester	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Ninth	2	Understanding th play, identifying contributions of i writer, and developing their ability to analyze and criticize	Riders to the Sea	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Tenth	2	Understanding t play, identifying the contribution of its writer, and developing their ability to analyz and criticize	Riders to Sea	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
leventh	2	Understanding t play, identifying the contribution of its writer, and developing their ability to analyz and criticize	Riders to Sea	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Twelfth	2	Understanding play, identifying contributions of writer, and develop their ability to anal and criticize	Act with words	Uploading video, au and writ lectures, discussion and dialogue,	Attending and participati in the lect via electronic

				showing film	class homework
irteenth	2	Understanding t play, identifying the contribution of its writer, and developing their ability to analyz and criticize	Act with words	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
urteenth	2	Understanding t play, identifying the contribution of its writer, and developing their ability to analyz and criticize	Act with words	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
fteenth	2	Understanding t play, identifying the contribution of its writer, and developing their ability to analyz and criticize	The secon month ex for the fir semester	/	examinat
xteenth	2	Identify the characteristics o the Elizabethan era	An introduct y introduct n to the e and Elizabeth theatre	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
venteen th	2	Identify the characteristics o the Elizabethan era	An introduct y introduct n to the playwrigh Christoph Marlowe, his literar status, an his literar contribut s	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework

ghteent h	2	Getting to know the writer of the play, Christophe Marlowe, his literary status a his literary contributions	Chorus Speech a First Sc Doctor Faustus is his libr evaluatin his f doctorate	Uploading video, au and writ lectures, discussion and dialogue, showing film	Uploading video, au and writ lectures, discussion and dialog or showin film
neteent h	2	Understanding t play and developing thei ability to analyz and criticize	Scene T and Sc Three: Faustus a his pract of magic the presence Mephisto eles	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
entieth	2	Understanding t play, identifying the contribution of its writer, and developing thei ability to analyz and criticize	Scene F and Sc Five of Jester a Faustus' Servant	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
wenty- First	2	Understanding t play, identifying the contribution of its writer, and developing thei ability to analyz and criticize	Scene Faustus with Mephisto eles and angel, good a the bad	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
wenty- Second	2		Exam of first mo of second semester	/	
wenty- Third	2	Understanding t play, identifying the contribution of its writer, and developing thei ability to analyz and criticize	Scene Seven: Doctor Faustus goes to Pope's co (Religious Criticism)	Uploading video, au and writ lectures, discussion and dialogue,	Attending and participati in the lect via electronic class homework

				showing film	
'wenty-Fourth	2	Understanding t play, identifying the contribution of its writer, and developing their ability to analyz and criticize	Scene Eig The co scene between Ralph a Robin	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
'wenty-Fifth	2	Understanding t play, identifying the contribution of its writer, and developing their ability to analyz and criticize	Scenes Ni Ten, and Eleven: Doctor Faustus' Visit to th Emperor' Palace (Political Criticism)	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
'wenty-Sixth	2	Understanding t play, identifying the contribution of its writer, and developing their ability to analyz and criticize	Scene Eleven Twelve T comic sc of the hor	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
'wenty-Seventh	2	Understanding t play, identifying the contribution of its writer, and developing their ability to analyz and criticize	Scene Thirteen: Doctor Faustus' Visit to th Court of Duke Vanholt (Political Criticism)	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
'wenty-Eight	2	Understanding t play, identifying the contribution of its writer, and developing their ability to analyz and criticize	Scene fourteen and fiftee	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework

'wenty-Ninth	2	Understanding t play, identifying the contribution of its writer, and developing their ability to analyz and criticize	The last scene	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
hirtieth	2		Exam of t second month of the secon semester	/	examinati

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:
Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)
This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	- One Act-plays -
Main references (sources)	-Marlow: The Tragical History of Doctor Faustus ristopher Marlow: Doctor -Faustus by Ramji Lal octor Faustus: Note
Recommended books and references (scientific journals, reports…)	An introduction to drama
Electronic References, Websites	

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 17/9/2023

File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
third	---	Drama	2	1

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

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

Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				

Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				

Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.

- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.

2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.

- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.

- Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name: Drama

2. Course Code:

3. Semester / Year:

2023-2024

4. Description Preparation Date:

17/9/2023

5. Available Attendance Forms:

Third year students

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

90/120

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

Name: Susan Raheem Rahman Jaf
Email: susanjaf2020@yahoo.com

8. Course Objectives

Course Objectives	• ….. • ….. • …..

9. Teaching and Learning Strategies

Strategy	

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First		Understanding and knowledge of basic theatrical terminology	Definitions of theatrical terms	Uploading video, aud and writte lectures, discussion	Attending and participati in the lect via

				and dialogue, showing a film	electronic class homework
Second		Understanding the features of the age	Traditions, Features, costumes	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Third		Understanding the play and the play writhe achievemen	*Hamlet*	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Fourth		Explain the import features of the thea In Elizabethan a	An introducto about Shakespea theater	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Fifth		Explain Shakespeare contribution in theat	Tragedy Play Comedy Play Historical Play	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Sixth		Understanding the m themes in the play ar scenes	The open scene	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework

Seventh			The nan scene	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Eighth			First Exam		
Ninth			The Closet scene	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Tenth			The Grave digg scene	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Eleventh			The last scene	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Twelfth		Identify the characteris of the tragic her Shakespeare's Plays	Is Hamlet tragic her?	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Thirteenth		Identify Hamlet madness	Is Hamlet rea mad ?	Uploading video, au and writ lectures,	Attending and participati in the lect

				discussion and dialogue, showing film	via electronic class homework
Fourteenth		Identify the role women in Elizabethan age	The role women *Hamlet*	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Fifteenth			Second Exam	/	
Sixteenth		Identify the characteristics of th comedy in Elizabethan era	An introducto to William Shakespea s comedy plays	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Seventeenth		Deep understandin of the themes presented in play	*Twelfth Night*	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Eighteenth		Explain the themes	Love Social classes Gender Disguises	Uploading video, au and writ lectures, discussion and dialogue, showing film	Uploading video, au and writ lectures, discussion and dialog or showin film
Nineteenth		Understanding the play, identifying the contributions of its writer, and developing their ability to analyze a criticize	Act one Drowning	Uploading video, au and writ lectures, discussion and dialogue,	Attending and participati in the lect via electronic class homework

				showing film	
Twentieth				Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Twenty-First		Understanding the play, identifying the contributions of its writer, and developing their ability to analyze a criticize	Act Two Disguises	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Twenty second		Understanding the play, identifying the contributions of its writer, and developing their ability to analyze a criticize	Act Three Massages a revenge		
Twenty-Third		Understanding the play, identifying the contributions of its writer, and developing their ability to analyze a criticize	Act Four Duel	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
wenty-Fourth			First Exam Seco Term		
Twenty-Fifth		Understanding the play, identifying the contributions of its writer, and developing their ability to analyze a criticize	The last scene The happy ending	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework

Twenty-Sixth		Understanding the play, identifying the contributions of its writer, and developing their ability to analyze a criticize	The effect the Mai characters the play	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
venty-Seventh		Understanding the play, identifying the contributions of its writer, and developing their ability to analyze a criticize	The important the major characters the play	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Twenty-Eight		Understanding the play, identifying the contributions of its writer, and developing their ability to analyze a criticize	The importance o Malvalio	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Twenty-Ninth		Understanding the play, identifying the contributions of its writer, and developing their ability to analyze a criticize	What is the relation between th ending of t play and its meaning	Uploading video, au and writ lectures, discussion and dialogue, showing film	Attending and participati in the lect via electronic class homework
Thirtieth			Second exam- Second term	/	examinati

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	- One Act-plays -
Main references (sources)	William Shakespeare: *Hamlet* lliam Shakespeare: *Twelfth Night* -
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	/www.sparknotes.com/shakespe e/hamlet/plot-analysis .com/guides/hamlet/summary/h mlet_summary.htm#google_vigne e

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 17/9/2023

File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
First	-----	Grammar	2	1

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization	Special Requirements/Skills (if applicable)	Number of the teaching staff

	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. NahidhFalehSulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. HaiderKhudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. LiqaaHabeebAbboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Dr. Muna Haseeb Hwayed	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana MaudhirDakheel	English	Novel				
Assist. Prof. ShawqiKhudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena SalimHammoudi	English	Drama				

Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul RazzaqAyadah	English	Novel				
Instr. Dr. Abdul HadiDhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. MayyadaKhudairYas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. ShurooqTalibJafar	English	Methodology				
Assist. Instr. HalaQahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-YamamaQais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. RebeenBehrooz Ameen	English	Literature				
Assist. Instr. KawtharQahtan Hussein	English	Linguistics				

Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. WaqidMakki Noman	English	Methodology				
Assist. Instr. MarwaTaha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. ShahadZiadNaji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. AbeerHadiMukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.

- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.

2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.

- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.
  - Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Grammar
2. Course Code:
–––––
3. Semester / Year:
2023–2024
4. Description Preparation Date:
17/11/2023
5. Available Attendance Forms:
Whole attendance (First year students)
6. Number of Credit Hours (Total) / Number of Units (Total)
90
7. Course administrator's name (mention all, if more than one name)
Name: Assist. Prof. Dr. Muna Haseeb Hwayed / Assist. Instr. Shahad Z. Naji Email: Ins.muna.en.hum@uodiyala.edu.iq / shahad.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**- Teaching students how to construct correct meaningful and grammatical sentences.** **–Teaching English different tenses and their use in suitable contexts.** **–Teaching how to distinguish between these tenses.** **–Teaching how to convert from active voice to passive voice.** **– Teaching how to construct different types of questions.** **–Teaching how to construct correct conditional clauses.** **-Teaching prepositions and their appropriate use.**
9. Teaching and Learning Strategies	
Strategy	- Extensive explanation of the material. -Asking students questions that are both analytical and informative. -Including students in the process of explaining the content.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
١ ـ ٤ ١١/١٧ ٢٠٢٣/١٢/٥	١٢	Knowledge Understanding English tenses	**Tenses (Unit 1-25)**	Providing fundamentals Encouraging students to participate	Doing homework Attending and participating in the lecture answering the questi
٥ـ٦ ١٢ـ١٢/١٩	٦	Knowledge and Understanding conditional clauses	**Conditional (Units 36-41)**	Introducing the to - Discussion - Extracting conce	Doing homework Attending and participating in the lecture answering the questi
٧ـ ٨ ١٩ـ١٢/٢٦	٦	Knowledge and Understanding passive voice	**Passive (Units 42-46)**	Providing fundamentals Encouraging students to participate	Doing homework Attending and participating in the lecture answering the questi
٩ ٢٠٢٣/١/٢	٣	Knowledge and Understanding reported speech	**Reported speech (Units 47-48)**	Brainstorming Discussion	Doing homework Attending and participating in the lecture answering the questi
١٠ ١/٩	٣	Knowledge and Understanding questions	**Questions (Units 49 - 50)**	Introducing the to - Discussion - Extracting concep	Doing homework Attending and participating in the lecture answering the questi
١١ ١/١٦	٣	Knowledge and Understanding auxiliaries in different types of questions	**Auxiliary verb in short question (Unit 51) Tag Questions (Unit 52)**	Providing fundamentals Encouraging students to participate	Doing homework Attending and participating in the lecture answering the questi
١٢ـ ١٣ ١/٢٣ـ ١/٣٠	٦	Knowledge and Understanding infinitives	**-ing and the infinitive (Units 53-60 , 65)**	Introducing the to - Discussion - Extracting conce	Doing homework Attending and participating in the lecture answering the questi
١٤ ٢٠٢٤/٢/١٧	٣	Knowledge and Understanding	**Articles (Units 69-78)**	Providing fundamentals Encouraging students to participate	Doing homework Attending and participating in the lecture answering the questi
١٥ ٢٠٢٤/٢/١٧	Mid-year Holiday				
١ ١٦ـ ١٧ ٢/٢٠ـ ٢/٢٧	٦	Knowledge and Understanding relative clauses	**Relative clauses (Units 88-93)**	Introducing the top - Discussion - Extracting concep	Doing homework Attending and participating in the lecture answering the questi

١٩-١٨ ٣/١٣—٣/٦	٦	Knowledge and Understanding adjective and adverbs	**Adjectives and Adverbs (94-97)**	Introducing the top - Discussion - Extracting concep	Doing homework Attending and participating in the lecture answering the questi
٢٠ ٣/٢٠	٣	Knowledge and Understanding word order	**Word order (Units 105-106)**	Introducing the top - Discussion - Extracting concep	Doing homework Attending and participating in the lecture nswering the question
٢١- ٢٥ ٤/١٠—٣/٢٧	٩	Knowledge and Understanding prepositions	**Prepositions (Units 114-129)**	Introducing the top - Discussion - Extracting concep	Doing homework Attending and participating in the lecture answering the questi
٢٦- ٢٧ ٥/٢—٤/١٧	٦	Knowledge and Understanding phrasal verbs	**Phrasal verbs (Unit 130)**	Introducing the top - Discussion - Extracting concep	Doing homework Attending and participating in the lecture answering the questi
٢٩	٣	Knowledge Understanding English grammar	All above topics	Introducing the top - Discussion - Extracting concep	Doing homework Attending and participating in the lecture answering the questi
٣٠ ٢٠٢٤/٥/١١			Review	٠ \	٠\

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	English Grammar in Use Raymond Murphy
Main references (sources)	David Crystal's dictionary of phonetics and linguistics
Recommended books and references (scientific journals, reports…)	Different websites on English grammar
Electronic References, Websites	Videos and YouTube

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

Academic Program and Course Description Guide

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala
Faculty/Institute: College of Education for Humanities
Scientific Department: Department of English
Academic or Professional Program Name: English
Final Certificate Name: B.A of Education in English
Academic System: Annual
Description Preparation Date: 17/9/2023
File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing

researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.

- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. **Program Accreditation**
Does the program have program accreditation? And from which agency? **None**

5. **Other external influences**
Is there a sponsor for the program? **Ministry of Higher Education and Scientific Research**

6. **Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. **Program Description**

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

second	-----	**Grammar**	**2**	**1**

8. Expected learning outcomes of the program	
Knowledge Outcomes	**Learning**
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **

teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences.

- Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	- Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports,	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically.

emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	- Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates.

	- Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. **Teaching and Learning Strategies**
- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.

- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			44	5

Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				

Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				

Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad	English	Novel				

Mohammed Yehya						
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				

Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development
Mentoring new faculty members
− Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and

procedures within the institution and the department, as well as details about available resources and support services.

- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.

- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.

- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.

- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.

- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.

2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:
1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:
1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.
2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:
1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.

2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.
- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.

- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.
  - Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.
  - Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.
- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A 4	B1	B2	B 3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
English Grammar
2. Course Code:
3. Semester / Year:
2023–2024
4. Description Preparation Date:
17/9/2023
5. Available Attendance Forms:
Total Attendance / second grade
6. Number of Credit Hours (Total) / Number of Units (Total)
90
7. Course administrator's name (mention all, if more than one name)
Name: Wassan Adulhadi Abdulameer / Assist. instr. Shahad Z. Naji Email: wasan.en.hum@uodiyala.edu.iq / shahad.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	• **A–Cognitive objectives** • **1– recognizing and understanding the basic structure of words and the types** • **2–recognizing and understanding the morphological and grammatical rules of** • **3– recognizing and understanding the types of words (simple, compound, com** • **4– recognizing and understanding the processes available for words formation words that make up a specific expression…etc.** • **5– recognizing and understanding the basic English sentence patterns accord** • **B – The skill objectives of the course.** • **1 – The ability to analyze various words into their basic morphemes.** • **2 – The ability to use types of inflectional and derivational affixes and to distin** • **3 – The ability to use simple, compound and complex words** • **4– The ability to use different English sentence patterns to construct grammat**

9. Teaching and Learning Strategies	
Strategy	- Presenting the material on PowerPoint in detail, supported by example information presented, and helping them participate by giving examples

- Helping students learn and self-explore knowledge by visiting the olleg

- Dividing the students into groups work and assigning them to pre pare curriculum and assign scores for their performance. This represen s the

- Presenting the material in different ways, such as dividing the sect on i adjectives and vice versa, or giving examples of grammatical constru ctio which give more correct answers. Grades are given to encourage stu dent

- Forming discussion groups during lectures to discuss the material to he

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name
1-8	24	know the levels of linguistic analysis. Know the definition and different classifications of morphemes	**Affix&base**
9-10	6	Know the types of words according to th morphemes the consist of (simple, compo and complex)	**Ch.9Types of words:simple ,co mpou**
11	3	Know the processes by which different words are d formed in English	**Processes of word formation**
12-14	9	Know the paradigmatic forms of pronou noun, verbs and adjectives and how they used in English sentences.	**(noun, verb&adgrctive)Inflectional pa radig**
15-17	9	Know the correct order of words to constr well-formed meaningful sentences throu the nine basic English sentence pattern presented by Stagaberg	**English Baisic sentence patter ns**
18-26	27	Recognize the parts of speech and how th are indicated by their structural form, function And position	**Parts of speech:form classes Parts of speech : positional cla sses**
27-30	12	Know how to use different parts of speech noun modifiers	Pre& post modification

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities inclu ding contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grad e.

To calculate the annual grade, you would typically determine the weighted average f the
Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)
This formula combines the weighted percentages of each component to determine th e stu

12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	An Introductory English Gramm a /N
Main references (sources)	1.An Introduction to Transform ation 2.The Grammatical Difficulty P ints
Recommended books and references (scientific journals, reports…)	1.Structural Grammar/Jesperso n 2. University English Grammar Qui
Electronic References, Websites	Slide share, Easyenglishlessons com

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 17/9/2023

File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Third	-----	Grammar	2	1

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

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

Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
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Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
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Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
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Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				

Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
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Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
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Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				

Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
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Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.

- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.

2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.

- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.

- Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Grammar
2. Course Code:
–––––
3. Semester / Year:
2023–2024
4. Description Preparation Date:
17/9/2023
5. Available Attendance Forms:
Face to Face / Third Stage
6. Number of Credit Hours (Total) / Number of Units (Total)
90
7. Course administrator's name (mention all, if more than one name)
Name: Saba Mohammed Farhud Email: Saba.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**1.Teaching students the rules of English grammar and contributing t professional preparation of English language students.** **2.Providing students with the necessary information to form grammatically correct sentences.** **3.Identifying the different parts of speech, their features, and types of sentences and their patterns starting from simple sentences to complex sentences.** **4.Providing the students with detailed information about the componen s sentences and the syntactic structure of sentences from a grammatical perspective.** **5.Providing students with the information and skills necessary to know and understand the English language and prepare them to engage in social communication with English speakers.**

9. Teaching and Learning Strategies	
Strategy	• Brainstorming method • Method of questioning and discussion • PowerPoint presentations

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Know and learn the elements of building the grammatical sentence	Sentence Elements	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Second	3	Know and learn the parts of speech, their types and functions	Parts of speech	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Third	3	Learn and use pro-forms to replace different elemer in sentences	Pro-forms	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Fourth	3	Know the Structures of affirmative, negative, and interrogative sentences	Question and Negation	Lecturing and Discussion	-Oral & Written Tests -Exercises
Fifth	3	Identifying Verbs, types verbs, and their usage	Verbs	Lecturing and Discussion	-Oral & Written Tests -Exercises
Sixth		Identifying	Verb Phrase	Lecturing	-Oral &

	3	verb phrases, their types, characteristics, and functions		and Discussion	Written Tests -Homework -Exercises
Seventh	3	Understanding the relation between tense, verb forms, and verb aspect: continuous or non-continuous	Time &Tense /Aspect	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Eighth	3	Understanding past & present tense	Past & Present Tense	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Ninth	3	Identifying the future forms	The Future	Lecturing and Discussion	-Oral & Written Tests -Exercises
Tenth	3	Identifying the form of the verb	Mood	Lecturing and Discussion	-Oral & Written Tests -Exercises
Eleventh	3	Identifying the types and uses of auxiliaries	Modal Auxiliaries	Lecturing and Discussion	-Oral & Written Tests -Exercises
Twelfth	3	Identifying the nouns and their types – How to form singular and plural nouns	Noun Types	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Thirteenth	3	Identifying noun phrases: their structure, constituent elements, and arrangement	Noun phrase &Determiners Types	Lecturing and Discussion	-Oral & Written Tests -Exercises

Fourteenth	3	Identifying the types of quantifiers	Quantifiers	Lecturing and Discussion	-Oral & Written Tests -Exercises
Fifteenth	3	Understanding the types of reference	Reference Generic/ Specific	Lecturing and Discussion	-Oral & Written Tests -Exercises
Sixteenth	3	Understanding how to refer to proper nouns	Unique Reference	Lecturing and Discussion	-Oral & Written Tests -Exercises
Seventeenth	3	Identifying the contrast between singular and plural forms of nouns	Number	Lecturing and Discussion	-Oral & Written Tests -Exercises
Eighteenth	3	Learning the masculine and feminine nouns	Gender	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Nineteenth		Mid-year Holiday			
Twentieth	3	Identifying the cases of nouns including possessive case	Case	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Twenty-First	3	Recognizing the types and uses of pronouns	Pronouns	Lecturing and Discussion	-Oral & Written Tests -Exercises
venty-Second	3	Identifying the types and positions of adjectives	Adjectives	Lecturing and Discussion	-Oral & Written Tests -Exercises
Twenty-Third	3	Recognizing syntactic functions of adjectives	Syntactic Functions of Adjectives	Lecturing and Discussion	-Oral & Written Tests -Exercises
wenty-Fourth	3	Understanding the types and uses of adverbs	Adverbs	Lecturing and Discussion	-Oral & Written Tests

					-Exercises
Twenty-Fifth	3	Identifying the features of adverbs	Characteristics of the Adverb	Lecturing and Discussion	-Oral & Written Tests -Exercises
Twenty-Sixth	3	Understanding the comparative and superlative forms	Comparison and Intensificatic	Lecturing and Discussion	-Oral & Written Tests -Exercises
enty-Seventh	3	Recognizing the correspondence between adjectives and adverbs	Correspondence between Adjecti & Adverb	Lecturing and Discussion	-Oral & Written Tests -Exercises
Twenty-Eight	3	Learning the types and uses of prepositions	Prepositions &Prepositional Phrases	Lecturing and Discussion	-Oral & Written Tests -Exercises
Twenty-Ninth	3	Knowing the syntactic functions of prepositional phrases	The Prepositional Phrase	Lecturing and Discussion	-Oral & Written Tests -Exercises
Thirtieth	3	Knowing the uses of time prepositions	Time Prepositions	Lecturing and Discussion	-Oral & Written Tests -Exercises

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	-A University Grammar of English by Quirk & -A University Grammar of English

	Workbook
Main references (sources)	A Comprehensive Grammar of English by R. Quirk
Recommended books and references (scientific journals, reports…)	Advanced English Grammar By Wendy Wilson & James H. Barlow
Electronic References, Websites	1. Khan Academy 2. BBC learning English

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 17/9/2023

File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Fourth	-----	Grammar	2	1

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

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

Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				

Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				

Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
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Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

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- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.

- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.

- Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Grammar
2. Course Code:
–––––
3. Semester / Year:
2023–2024
4. Description Preparation Date:
17/9/2023
5. Available Attendance Forms:
Full Time (Fourth year students)
6. Number of Credit Hours (Total) / Number of Units (Total)
90
7. Course administrator's name (mention all, if more than one name)
Name: Assist. Prof. Yarub Mahmoud Hameedi/ Assist. Instr. Hala Qahtan Dawood Email: yarub.en.hum@uodiyala.edu.iq / hala.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**1.Knowledge and understanding of li guis rules.** **2.Students' ability to analyze sentences and i pronouns, and articles.** **3.Understand the uses and patterns o sent language.**
2. Teaching and Learning Strategies	
Strategy	- A detailed explanation of the topic by the teacher in diffe attract the students' attention. Question and discussion method Brainstorming method

3. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evalu
First	3	Clauses patterns	Chapter 7: t simple sentence	Explanation, discussion a brainstorming	
Second	33 3	Clause elem semantically considered	Clause elem semantically considered	Explanation, discussion a brainstorming	
Third	33	Subject- verb- per pronoun	Concord	Explanation, discussion a brainstorming	
Fourth	33	Forms of vocative	Vocative	Explanation, discussion a brainstorming	
Fifth	333	Non- assertive forms Scope of negation Focus of negation	Negation	Explanation, discussion a brainstorming	
Sixth	3		Monthly Exam		

Seventh	3	Statement and ty of question	Statement, Question, Commands, Exclamation	Explanation, discussion a brainstorming
Eighth	3	Types of comma and exclamation	Commands Exclamation	Explanation, discussion a brainstorming
Ninth	3	Types of Formu aphoristic senter and block languag	Formulae	Explanation, discussion a brainstorming
Tenth	3	Finite and non fi and verbless claus	Chapter 11: complex sentenc	Explanation, discussion a brainstorming
Eleventh	3		Monthly exam	
Twelfth	3	Subject/ DO/ SC/ OC/adjunct/ conju disjunct	Functional classification dependent clause	Explanation, discussion a brainstorming
Thirteenth	3	Adverbial clau comparative clau comment clauses	Functional classification dependent clause	Explanation, discussion a brainstorming

Fourteenth	3	Mid ye vacation	Mid ye vacation	
Fifteenth	3	Mid ye vacation	Mid year vacatic	
Sixteenth	3	practicum	practicum	
Seventeenth	3	practicum	practicum	
Eighteenth	3	practicum	practicum	
Nineteenth	3	practicum	practicum	
Twentieth	3	practicum	practicum	
Twenty-First	3	practicum	practicum	
venty-Second	3	That clause/ interrogative cla yes, no interroga clauses	Nominal clauses	Explanation, discussion a brainstorming
Twenty-Third	3	Nominal rela clauses/ To- infini nominal clau Nominal- ing clau Bare infinitive verbless clauses	Nominal clauses	Explanation, discussion a brainstorming
wenty-Fourth	3	Clauses of ti place/ condition concession/	Adverbial clause	Explanation, discussion a brainstorming
Twenty-Fifth	3	Clauses of reason cause/ circumstan purpose/ re proportion preferences	Adverbial clause	Explanation, discussion a brainstorming
Twenty-Sixth	3	Monthly exam	Monthly exam	
enty-Seventh	3	Ellipsis comparative sentences/ Enc and too	Comparative sentences	Explanation, discussion a brainstorming

Twenty-Eight	3	Comment clauses	Comment clause	Explanation, discussion a brainstorming
Twenty-Ninth	3	Present tense v subordinators/ modal past	The verb phras dependent clause	Explanation, discussion a brainstorming
Thirtieth	3	Back- shift and o changes/ the m auxiliaries indirect speech/ indirect speech	Direct and indi speech	Explanation, discussion a brainstorming

4. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and r preparation, daily participation, and reports. Each of these activities contributes to a total of 40% grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades component. For example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's overall

5. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Quirk, R. (2016). A university gra Pearson Education India
Main references (sources)	Quirk, R. (2016). A university gra Pearson Education India
Recommended books and references (scientific journals, reports…)	None
Electronic References, Websites	None

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 17/9/2023

File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
third	-----	Linguistics	2	1

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization	Special Requirements/Skills (if applicable)	Number of the teaching staff

	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				

Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				

Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.

- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.

- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.
2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. **The most important sources of information about the program**
- Teaching staff. - Curriculum content. - Availability of appropriate devices, equipment, materials, and software for the specialization. - Alignment of learning resources with the specialization. - Effective use of learning resources in the educational process. - Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization. - Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization. - Subscription to electronic databases in the specialization field. - Existence of an electronic content management system and availability of electronic materials. - Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan
- First Stage: Assessment and Needs Analysis - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats. - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market. - Second Stage: Setting Objectives and Strategies - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.

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Program Skills Outline															
				Required program Learning outcomes											
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				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Linguistics
2. Course Code:
----
3. Semester / Year:
2023-2024
4. Description Preparation Date:
17/9/2023
5. Available Attendance Forms:
Whole attendance (Third year students)
6. Number of Credit Hours (Total) / Number of Units (Total)
90
7. Course administrator's name (mention all, if more than one name)
Name: Asst. Inst. Alaa Fadhil Ahmed Email: alaa.env.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	• Learn about linguistics in general, branches and specializations. • Learn about the main differences between human language and animals communication. • Learn about the phonetic system and relation to linguistics. • Learn about the different word forma processes in a language.
9. Teaching and Learning Strategies	
Strategy	- Extensive explanation of the material. - Asking students questions that are both analytical and informative. - Including students in the process of explaining the content.

10. Course Structure					
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
First	3	Introductory lecture about linguistics	What is linguistics?	Brainstorming Discussion	Homework Attending and participating in the lecture Answer the question
Second	3	Different Branches of linguistics	Branches linguistics	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer the question
Third	3	Historical linguistics How does language change?	Historical linguistics	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer the question
Fourth	3	Human language and animals communication, How do they different?	Human language and animals communication	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer the question
Fifth	3	The role of language in everyday life.	The role of language	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer the question
Sixth	3	Testing students' understanding	First month exam	/	/
Seventh	3	The sounds of language	The sounds of language	Explanation Discussion Examples	Homework Attending and participating in the lecture

					Answer the question
Eighth	3	The sound patterns of language	The sound patterns of language	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer the question
Ninth	3	Sound patterns	Sound patterns	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer the question
Tenth	3	Testing students' understanding	second month exam	/	/
Eleventh		Mid-term Holiday	Mid-term Holiday		
Twelfth		Mid-term Holiday	Mid-term Holiday		
Thirteenth	3	Processes of word formation	Processes of w formation	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Fourteenth	3	Morphology	Morphology	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Fifteenth	3	Morphological description	Morphological description	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Sixteenth	3	Problems in Morphological description	Problems in Morphological description	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Seventeenth	3	The Grammar of a language	Grammar	Explanation Discussion Examples	Homework Attending and

					participating in the lecture Answer question
Eighteenth	3	Parts of speech	Parts of speech	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Nineteenth	3	Traditional analysis	Traditional analysis	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Twentieth	3	Testing students' understanding	First month exam	/	/
Twenty-First	3	Structural analysis	Structural analysis	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
venty-Second	3	Constituent analysis	Constituent analysis	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Twenty-Third	3	Syntax as a science of building sentences	Syntax	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Twenty-Fourth	3	Structural ambiguity	Structural ambiguity	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Twenty-Fifth	3	Tree diagram as a means of analysis	Tree diagram	Explanation Discussion Examples	Homework Attending and

					participating in the lecture Answer question
Twenty-Sixth	3	Syntactic analysis grammatical structur	Syntactic analysis	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Twenty-Seventh	3	Phrase structure rules	Phrase structure rules	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Twenty-Eight	3	Recursion in constructing sentence structures	Recursion	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Twenty-Ninth	3	Testing students' understanding	Second month exam	/	/
Thirtieth	3	Reviewing the chapters of the book	Rapid review	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	Linguistics by Atchison The study of language by Yule
Main references (sources)	Linguistic dictionary by David Crystal
Recommended books and references (scientific journals, reports…)	Different online articles
Electronic References, Websites	Internet sources and English encyclopedia

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 17/9/2023

File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

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

Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				

Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				

Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.

- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.

2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.

- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.
  - Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Linguistics
2. Course Code:
3. Semester / Year:
2023−2024
4. Description Preparation Date:
17/9/2023
5. Available Attendance Forms:
Whole attendance (Fourth year students)
6. Number of Credit Hours (Total) / Number of Units (Total)
90
7. Course administrator's name (mention all, if more than one name)
Name: Inst. Zainab Saad Mohammed (PhD)/ Assist. Instr. Reham Abdulkareem Email: Zainab.en.hum@uodiyala.edu.iq / reham.en.hum@uodiyala.edu.iq

8. Course Objectives	
Course Objectives	**-Learn about linguistics in general, its components and specializations.** **−Learn about semantics and the key ideas that comprise this field of study.** **−Learn about pragmatics, its concepts, and its role in interpreting and understand speech and text.** **− Understanding the nature of the discourse and how to interpret it in light of the key id that it must include** **− Identifying how a child acquires his first language.** **−Studying the key techniques for acquiring a second language.** **-Understanding how much culture affects language.**

9. Teaching and Learning Strategies	
Strategy	- Extensive explanation of the material. -Asking students questions that are both analytical and informative. -Including students in the process of explaining the content.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Introductory lecture about the material	General introductio linguistics	Brainstorming Discussion	homework Attending and participating in the lecture answer the questions
Second	3	Semantics and concepts	Semantics	Introducing the to - Discussion - Extracting conce	homework Attending and participating in the lecture answer the questions
Third	3	Lexical relations	Lexical Relations	Introducing the to - Discussion - Extracting conce	homework Attending and participating in the lecture answer the questions
Fourth	3	Pragmatics and its concepts	Pragmatics	Brainstorming Discussion	homework Attending and participating in the lecture answer the questions
Fifth	3	Speech acts, their definition and types	Speech Act	Introducing the to - Discussion - Extracting concep	homework Attending and participating in the lecture answer the questions
Sixth	3	Testing students' understanding and understanding	First month exam	/	/
Seventh	3	Discourse analysis and methods	Discourse and Analy	Introducing the to - Discussion - Extracting conce	homework Attending and participating in the lecture answer the questions
Eighth	3	Conversation and analysis	Conversation Analysis	Introducing the to - Discussion - Extracting conce	homework Attending and participating in the lecture answer the questions
Ninth	3	Testing students' understanding and understanding	Second month exar	/	/
Tenth	Mid-term Holiday				
Eleventh					
Twelfth	3	Introducing the topics	General Introduction	Introducing the top - Discussion - Extracting concep	homework Attending and participating in the lecture answer questions

Thirteenth	3	Explaining how langu is acquired	First Langu Acquisition	Introducing the top - Discussion - Extracting concep	homework Attending and participating in the lecture answer questions
Fourteenth	3	Explaining the stages the child pass throug acquire the language	The acquisition stag	Introducing the top - Discussion - Extracting concep	homework Attending and participating in the lecture answer the questions
Fifteenth	3	How scientists divi child's age of acquisiti	The Acquisi Schedule	Introducing the top - Discussion - Extracting concep	homework Attending and participating in the lecture answer the questions
Sixteenth	3	How the child devel his language	The acquisition proce	Introducing the top - Discussion - Extracting concep	homework Attending and participating in the lecture answer the questions
eventeenth	Practicum				
Eighteenth					
Nineteenth					
Twentieth					
wenty-First					
Twenty-Second	3	How to acquire a sec language	Second Langu Acquisition	Introducing the top - Discussion - Extracting concep	homework Attending and participating in the lecture answer the questions
enty-Third	3	Learning the m methods of learning second language	Focus on Method	Introducing the top - Discussion - Extracting concep	homework Attending and participating in the lecture answer the questions
Twenty-Fourth	3	Testing students' understanding and understanding	first month exam	. \	. \
wenty-Fifth	3	Understanding relationship betw language and culture	Language and Cultur	Introducing the top - Discussion - Extracting concep	homework Attending and participating in the lecture answer the questions
venty-Sixth	3	Understanding lingui relativity	Linguistic Relativity	Introducing the top - Discussion - Extracting concep	homework Attending and participating in the lecture answer the questions
Twenty-Seventh	3	Identifying cogni categories	Cognitive Categories	Introducing the top - Discussion - Extracting concep	homework Attending and participating in the lecture answer the questions
venty-Eight	3	Understanding gen effect on language	Gendered Speech	Introducing the top - Discussion - Extracting concep	homework

					Attending and participating in the lecture answer the questions
venty-Ninth	3	Testing students' understanding and understanding	second month exa	. \	. \
Thirtieth	3	Reviewing the chap of the book	Rapid Review	Introducing the top - Discussion - Extracting concep	homework Attending and participating in the lecture answer the questions

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:
Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)
This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	The Study of Language
Main references (sources)	Internet sources
Recommended books and references (scientific journals, reports…)	Linguistics by Atchison Pragmatics by Yule Semantics by Saeed
Electronic References, Websites	Different articles

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: **University of Diyala**
Faculty/Institute: **College of Education for Humanities**
Scientific Department: **Department of English**
Academic or Professional Program Name: **English**
Final Certificate Name: **B.A of Education in English**
Academic System: **Annual**
Description Preparation Date: **17/9/2023**
File Completion Date: **17/9/2023**

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: **20/9/2023**

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: **25/9/2023**

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: **1/10/2023**
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Academic Program Description Form

University Name: **University of Diyala**

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

Scientific Department: **Department of English**

Academic or Professional Program Name: **English**

Final Certificate Name: **B.A of Education in English**

Academic System: **Annual**

Description Preparation Date: **17/9/2023**

File Completion Date: **17/9/2023**

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: **20/9/2023**

Signature:
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Dr. Ghazwan Adnan Mohammed
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The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: **1/10/2023**
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

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

Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				

Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Kareem Mohaisen	English	Literature			✔	
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				

Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.

- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.

2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.

- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.
  - Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Real Listening and speaking 3 / Miles Craven
2. Course Code:
3. Semester / Year:
2023-2024
4. Description Preparation Date:
17/9/2023
5. Available Attendance Forms:
2nd stage students
6. Number of Credit Hours (Total) / Number of Units (Total)
360 hrs
7. Course administrator's name (mention all, if more than one name)
Name: Asst Inst : **Muthanna Kareem Mohaisen** Email**: muthanna.en.hum@uodiyala.edu.iq**
8. Course Objectives

Course Objectives	**Objectives of the study material•….** **.Methods and techniques for acquiri g liste** **and speaking skills and training stud nts o** **these skills** •.....Providing students with the informa on and necessary to teach various aspects of the Englis language such as speaking, teaching voc bulary grammar and pronunciation • .....Providing students with informatio and sk that help them in speaking and listening • Students understand how to apply dial gue an information gained through dialogue and listeni

9. Teaching and Learning Strategies

Strategy	• the students should focus on the teachers in the classroo m • most of the students should participate with the act vitie classroom • doing conversations between each other inside the class • attend seminars and discussion panel to achieve their go als

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	٢ hrs	• How to begin a end a conversation a natural way • How to react to wh you hear • How to maintain conversation and a follow -up question • How to expre opinions and defe them	Socializing	•Discussion a speaking between t students. • PowerPoint •listening audios and nc the N vocabularies. •seesome learning figure •listening to audios Regarding t topic	Co vers bet veen two stu mo e • Di scus • A ins de th • at end •Ho me v
Second	٢ hrs	•Understand explanations dishes on menu •offer to pay Complain abc common problems	Eating out	•Discussion a speaking • PowerPoint •listening audios •see so learning figu regarding t topic	Co vers bet veen two stu mo e • Di scus • A ins de th • at end •Ho me v
Third	٢ hrs	•How to explain yc accommodation requirements • how to ask detail questions about co and le requirements	Living away fr home	•Discussion a speaking •PowerPoint •listening to audios and nc the N vocabularies. •seesome learning figu regarding t topic	Co vers bet veen two stu mo e • Di scus • A ins de th • at end •Ho me v
Fourth		•How to ma complaint in a shop •how to understa shop's return policy	Shopping	•Discussion a speaking between t students.	Co vers bet veen two stu mo e • Di scus

	٢ hrs	•How to ask abo various products		•PowerPoint •listening to audios •seesome learning figu regarding t topic	• A insi de th • at end •Ho me v
Fifth	٢ hrs	First Month Exam	FirstMonth Exam	First Mor Exam	Firs t Exa m
Sixth	٢ hrs	•How to descri symptoms •how to understa the doctor's diagno and instructions •Show concern a relief	The Health	•Discussion a speaking between t students •PowerPoint •listening to audios and nc the N vocabularies •seesome learning figu regarding t topic	Co vers bet veen two stu mo e • Di scus • A insi de th • at end •Ho me v
Seventh	٢ hrs	•How to understa detailed informati about travel •How to make a responsd recommendation •How to ask detailed tra information •How to enqu about renting a car	Travel	•Discussion a speaking between t students •PowerPoint •listening to audios and nc the N vocabularies •seesome learning figu regarding t topic	Co vers bet veen two stu mo e • Di scus • A insi de th • at end •Ho me v

Eighth	٢ hrs	• how to describe a discuss films and programmes how to understa and talk about t news. •how to summar main news stories	The media	•Discussion a speaking between t students •PowerPoint •listening to audios and n the N vocabularies •seesome learning figu regarding t topic	Co ver bet veer two stu mo e • Di scus • A insi de th • at tend •Ho me v
Ninth	٢ hrs	2nd month exam	2nd month exar	2nd month exa	2nd mor
Tenth	٢ hrs	•How to ask recommendations before going on trip •How to understa the details of a gui tour •How to interru politely to ask further information •How to ask further details	Sightseeing	•Discussion a speaking between t students •PowerPoint •listening to audios and n the N vocabularies •seesome learning figu regarding t topic	Co ver bet veer two stu mo e • Di scus • A insi de th • at tend •Ho me v
Eleventh	٢ hrs	Half year Holiday	Half year Holid	Half ye Holiday	Hal Hol day
Twelfth		Half year Holiday	Half year Holid	Half ye Holiday	Hal Hol day

	٢ hrs				
Thirteenth	٢ hrs	•How to ask for range of services banks and post offic •How to understa detailed explanatic of different Ba accounts •How to understa various ways sending mail abroa • How to ask clarification a explanation	Money and ma	•Discussion a speaking between t students •PowerPoint •listening to audios and nc the N vocabularies •see sor learning figur regarding t topic	Co ver bet veer two stu mo e • Di scus • A insi de th • at end •Ho me v
Fourteenth	٢ hrs	• How to report crime and give exa details of people a objects • How to report incident to t emergency services • How to get straig to the point	Emergencies	•Discussion a speaking between t students •PowerPoint •listening to audios and nc the N vocabularies •see sor learning figur regarding t topic	Co ver bet veer two stu mo e • Di scus • A insi de th • at end •Ho me v
Fifteenth	٢ hrs	• How to take complex pho messages • How to ask clarification a check understandir • How to leave message and che others ha understood • How to leave cle and concise voicem messages.	Messages	•Discussion a speaking between t students •PowerPoint •listening to audios and nc the N vocabularies •see sor learning figur regarding t topic	Co ver bet veer two stu mo e • Di scus • A insi de th • at end •Ho me v

Sixteenth	٢ hrs	2nd semester/ 1 month exam	2nd semeste 1st month exam	2nd semeste 1st month exa	2nd se 1st mon
Seventeenth	٢ hrs	•How to participate actively meetings, bringin other into t discussion • How to make acce and rej suggestions • How to clarify yo viewpoint and corr misunderstanding • How to bri meeting to an end	Meetings	•Discussion a speaking between t students •PowerPoint •listening to audios and n the N vocabularies •see so learning figu regarding t topic	Co vers bet veen two stu mo e • Di scus • A inside th • at end •Ho me v
Eighteenth	٢ hrs	• How to understa the main ideas a the themes of lecture •How to understand to ta concise notes • how to listen signposts and style delivery •How to summar the main points o talk	Lectures	•Discussion a speaking between t students •PowerPoint •listening to audios and n the N vocabularies •see so learning figu regarding t topic	Co vers bet veen two stu mo e • Di scus • A inside th • at end •Ho me v
Nineteenth	٢ hrs	• How to give a sho simple presentatio • How to structure talk and use signpo • How to deal w questions.	Presentations and Talk	•Discussion a speaking between t students •PowerPoint •listening to audios and n the N vocabularies	Co vers bet veen two stu mo e • Di scus • A inside th • at end •Ho me v

				•see so learning figu regarding t topic	
Twentieth	٢ hrs	2nd sem /2nd mor exam	2nd sem /2 month exam	2nd sem/ 2 month exam	2nd se month e
Twenty-First	٢ hrs	Discussion panel	Discussion pan	Discussion pa	Dis ussi
venty-Second	٢ hrs	•How to make appointment at convenient time •How to insist what you wa politely but firmly •How to bargain a negotiate	Requesting Services	•Discussion a speaking between t students •PowerPoint •listening to audios and no the N vocabularies •see so learning figu regarding t topic	Co ver bet veer two stu mo e • Di scus • A insi de th • at end •Ho me v
Twenty-Third	٢ hrs	•How to understa how yo give a wel organized seminar • How to present argument a reinforce key point • How to evalua your performance	Seminar	•Discussion a speaking between t students •PowerPoint •listening to audios and no the N vocabularies •see so learning figu regarding t topic	Co ver bet veer two stu mo e • Di scus • A insi de th • at end •Ho me v

wenty-Fourth	٢ hrs	Review	Review	Review	Rev iew
Twenty-Fifth	٢ hrs	Review	Review	Review	Rev iew
Twenty-Sixth	٢ hrs	Review	Review	Review	Rev iew
enty-Seventh	٢ hr				
Twenty-Eight	٢ hr				
Twenty-Ninth	٢ hr				
Thirtieth	٢ hr				

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily a d mo exams, preparation, daily participation, and reports. Each of these activities contributes o a to 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grade earn each component. For example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's ov rall a grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	**Real Listening and speakin g 3 Miles Craven**
Main references (sources)	
Recommended books and references (scientific journals, reports…)	**Real Listening and speakin g 3 Miles Craven**
Electronic References, Websites	https://uodiyala.edu.iq/en/h ome

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: **University of Diyala**

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

Scientific Department: **Department of English**

Academic or Professional Program Name: **English**

Final Certificate Name: **B.A of Education in English**

Academic System: **Annual**

Description Preparation Date: **17/9/2023**

File Completion Date: **17/9/2023**

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: **20/9/2023**

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: **25/9/2023**

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: **1/10/2023**
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

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

Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				

Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				

Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.

- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.

2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.

- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.

- Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
ADVANCED LISTENING AND SPEAKING
2. Course Code:
3. Semester / Year:
2023–2024
4. Description Preparation Date:
17/9/2023
5. Available Attendance Forms:
Full time (4th year students)
6. Number of Credit Hours (Total) / Number of Units (Total)
60
7. Course administrator's name (mention all, if more than one name)
Name: ASST. PROF. SHAWQI K. ISMAIL INS. EMAD AHMED FARHOOD Email: shawqi.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**Understanding listening** **Mastering various listening skills** **Mastering academic speaking skills**
9. Teaching and Learning Strategies	
Strategy	Active learning techniques The use of technology
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Main idea	Ch1 skill A	Listening and discussion	Oral discussion

Second	2	Understanding details	Ch1 skill B	Listening ar discussion	Oral discussion
Third	2	DTERMINING REASONS	Ch1 skill C	Listening ar discussion	Oral discussion
Fourth	2		Exam		Listening and written exam
Fifth	2	REVIEW	Ch1 skill A-C	Listening ar discussion	Oral discussion
Sixth	2	SEQUENCE	Ch1 skill D	Listening ar discussion	Oral discussion
Seventh	2	REFERENCE	Ch1 skill E	Listening ar discussion	Oral discussion
Eighth	2	INFERENCE	Ch1 skill	Listening ar discussion	Oral discussion
Ninth	2	Cause and effect	Ch1 skill F	Listening ar discussion	Oral discussion
Tenth	2	Review	Ch1 skill D-F	Listening ar discussion	Oral discussion
Eleventh	2		exam		Listening and written exam
Twelfth	2	Main idea	Ch2 skill A	Listening ar discussion	Oral discussion
Thirteenth	2	Understanding details	Ch2 skill B	Listening ar discussion	Oral discussion
Fourteenth	2	DTERMINING REASONS	Ch2 skill C	Listening ar discussion	Oral discussion
Fifteenth	2	REVIEW	Ch2 skill A-C	Listening ar discussion	Oral discussion
Sixteenth	2	SEQUENCE	Ch2 skill D	Listening ar discussion	Oral discussion
Seventeenth	2	REFERENCE	Ch2 skill E	Listening ar discussion	Oral discussion
Eighteenth	2	INFERENCE	Ch2 skill F	Listening ar discussion	Oral discussion
Nineteenth	2	Review	Ch2 skill D-F	Listening ar discussion	Oral discussion
Twentieth	2		Exam		Listening and

					written exam
Twenty-First	2	Skill A	Speaking ch1	Listening ar discussion	Oral discussion
Twenty-Second	2	Skill B	Speaking ch1	Listening ar discussion	Oral discussion
Twenty-Third	2	Skill C	Speaking ch1	Listening ar discussion	Oral discussion
Twenty-Fourth	2		Exam		Listening and written exam
Twenty-Fifth	2	Skill D	Speaking ch1	Listening ar discussion	Oral discussion
Twenty-Sixth	2	Skill E	Speaking ch1	Listening ar discussion	Oral discussion
Twenty-Seventh	2	Skill F	Speaking ch1	Listening ar discussion	Oral discussion
Twenty-Eight	2		REVIEW	Listening ar discussion	Oral discussion
Twenty-Ninth	2		SPEAKING FINAL EXAM		Oral discussion
Thirtieth	2		LISTENING FINAL EXAM		Oral discussion

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:
Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)
This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	
Main references (sources)	
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 17/9/2023

File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
First	---	Listening and speaking	2	0

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **

pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields.

	Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively.

perspectives and established truths.	- Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture.

	– Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

– Providing students with the fundamentals and topics related to knowledge and systems outlined in A.

– Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.

– Refining students' self–knowledge by emphasizing the completion of homework assignments related to the study materials.

– Encouraging students to engage in self–learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.

– Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

– Daily, monthly, and yearly tests with varied questions for the academic subjects.

– Participation grades for challenging competition questions for students.

– Assignment grades assigned for homework tasks.

– Conducting research and reports.

– Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. NahidhFalehSulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. HaiderKhudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. LiqaaHabeebAbboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona HassibHweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. RanaMaudhirDakheel	English	Novel				
Assist. Prof. ShawqiKhudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. ZainabSaad Mohammed	English	Linguistics				

Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena SalimHammoudi	English	Drama				
Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul RazzaqAyadah	English	Novel				
Instr. Dr. Abdul HadiDhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. MayyadaKhudairYas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. ShurooqTalibJafar	English	Methodology				
Assist. Instr. HalaQahtanDawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-YamamaQais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. ElafSaadBustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				

Assist. Instr. RebeenBehrooz Ameen	English	Literature				
Assist. Instr. KawtharQahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. WaqidMakki Noman	English	Methodology				
Assist. Instr. MarwaTaha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. AlaaFadhil Ahmed	English	Linguistics				
Assist. Instr. ShahadZiadNaji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. AbeerHadiMukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.

- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.
2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. **The most important sources of information about the program**
- Teaching staff. - Curriculum content. - Availability of appropriate devices, equipment, materials, and software for the specialization. - Alignment of learning resources with the specialization. - Effective use of learning resources in the educational process. - Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization. - Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization. - Subscription to electronic databases in the specialization field. - Existence of an electronic content management system and availability of electronic materials. - Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan
- First Stage: Assessment and Needs Analysis - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats. - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market. - Second Stage: Setting Objectives and Strategies

- Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.

- Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with

market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Listening and Speaking
2. Course Code:
––––––––
3. Semester / Year:
2023–2024
4. Description Preparation Date:
17/9/2023
5. Available Attendance Forms:
Full time
6. Number of Credit Hours (Total) / Number of Units (Total)
60
7. Course administrator's name (mention all, if more than one name)
Name: Inst. Dr. Abdulhadi Dhiaa Mahdi/ Assist. Instr. Marwa Taha Abed Email: abdulhadi.en.hum@uodiyala.edu.iq/ marwa.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**1.Improve the skills of speaking and Listening of students by making a conversat among students which depends on the topics of the textbook.** **2.Ask the students to make conversations which should be selected from different topics to improve their English Vocabulary.** **3.Checking their homework which have given to them**
9. Teaching and Learning Strategies	
Strategy	Using the conversations belong to the textbook such as daily dialogues among the students and trying to improve their speaking and listening skills.

10. Course Structure					
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
First	2	Socializing	How do you know Mark?	Make and answer Invitations and start conversatic	Homework and tests
Second	2	Living away From home	I am phoning about the house	Check you have understood information correctly and suggest solutions	Oral tests and attendance
Third	2	Transport	How do I buy a ticket?	Understand information about publi transport ask for trav information	Oral tests and attendance
Fourth	2	Eating out	Shall we go out for dinner?	Make suggestions understand description of food and meals	Make discussions among the students about t topic Attendance
Fifth	2	Emergency	You should go to the police	Speak without repeating unnecessar words and understand information about personal details	Oral tests and attendance
Sixth	2	Monthly exam			

Seventh	2	Health	Have you got a headache?	Understand medicine instructions and give advice	Make a Mak discussions among the students about t topic Attendance
Eighth	2	Holiday accommodation	How about a Hostel ?	Ask about different kinds of accommoda on	Discussions and attendance
Ninth	2	Sightseeing	What can I do here?	Talk about what you want and would like to do	Make discussions among the students about t topic Attendance
Tenth	2	Ask the student to make a dialogues depending on the previous topics	Writing dialogu and present it in the classroor	Presentatio of t dialogues in the classroom	Discussions and attendance
Eleventh	2	Travelling abroad	When are you Flying?	Understand information about trave and tourism	Discussions and attendance
Twelfth	2	A new story	The weather is changing	Understand a news stor talk about change	Discussions and attendance
Thirteenth	2	Monthly exam			
Fourteenth	2	One week holiday			
Fifteenth	2	Hosting oversea visitors	I have our Schedule	Understand people's names	Discussions and attendance

				and roles	
Sixteenth	2	Ask the student to make dialogues in the classroom	Presentation of the dialogues		Discussions and attendance
eventeenth	2	Workplace discussions	You did really well	Understanc conversatic about tasks in the workplace	Discussions and attendance
Eighteenth	2	Organizing an event at work	I have organize the trainer	Understanc instructions in a voice m messages	Discussions and attendance
Nineteenth	2	Make a discussi with students about the previous lesson	Writing a dialogues about the previous topics	Making a conversatic among the students	Discussions and attendance
Twentieth	2	Monthly exam			Attendance
wenty-First	2	Talks and seminars	You need a budget	Understanc detail in a seminar ask questio about seminar	Discussions and attendance
Twenty-Second	2	Oral test by asking the students	Oral questions to know the ability of speaking to the students	Oral tests	Discussions and attendance
enty-Third	2	First day at school	Welcome to the school	Understanc activities in a timetable talk about rules	Discussions and attendance
Twenty-Fourth	2	Writing a dialogues about previous topics	Conversations making	Presentatio	Discussions and attendance
wenty-Fifth	2	Oral test by asking the students	Oral questions to know the ability of	Oral tests	Discussions and attendance

			speaking to the students		
venty-Sixth	2	Writing a different dialogues	The ability of writing a dialogues	Presentatio	Discussions and attendance
Twenty-Seventh	2	Study habits and goals	What are your goals?	Understand advice how to improve English	Discussions and attendance
venty-Eight	2	Monthly exam			
enty-Ninth	2	Oral test by asking the students	Oral questions to know the ability of speaking to the students	Oral tests	Discussions and attendance
Thirtieth	2	Topics review	Doubts clarification		Discussions and attendance

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Real Listening and Speaking with answers by Sally Logan and Craig Thaine
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Academic System: Annual

Description Preparation Date: 17/9/2023

File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
third	---	Listening and speaking	2	0

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **

pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields.

	Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively.

perspectives and established truths.	- Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture.

	– Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

– Providing students with the fundamentals and topics related to knowledge and systems outlined in A.

– Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.

– Refining students' self–knowledge by emphasizing the completion of homework assignments related to the study materials.

– Encouraging students to engage in self–learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.

– Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

– Daily, monthly, and yearly tests with varied questions for the academic subjects.

– Participation grades for challenging competition questions for students.

– Assignment grades assigned for homework tasks.

– Conducting research and reports.

– Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				

Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Instr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				

Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.

- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.
2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. **The most important sources of information about the program**
- Teaching staff. - Curriculum content. - Availability of appropriate devices, equipment, materials, and software for the specialization. - Alignment of learning resources with the specialization. - Effective use of learning resources in the educational process. - Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization. - Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization. - Subscription to electronic databases in the specialization field. - Existence of an electronic content management system and availability of electronic materials. - Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan
- First Stage: Assessment and Needs Analysis - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats. - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market. - Second Stage: Setting Objectives and Strategies - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.

- Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Listening & Speaking
2. Course Code:
----
3. Semester / Year:
2023-2024
4. Description Preparation Date:
17/9/2023
5. Available Attendance Forms:
Third Year Students
6. Number of Credit Hours (Total) / Number of Units (Total)
(60)hr.
7. Course administrator's name (mention all, if more than one name)
Name: Instr. Hind Tahseen Hameed / Assist. Instr. Elaf Saad Bustan Email: hind.en.hum@uodiyala.edu.iq / elaf.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	• Develop listening and speaking skills • Improving students ability' to communicate effectively in spoken language with a reasonable degree of fluency and accuracy in different social settings and genres Various social meetings • Increase fluency and confidence in speaking and Familiarizing students with the ways native speakers pronounce and enunciate different language units. • Developing students' abilities to assimilate meaning and comprehend maximum number of

	sentences in natural contexts.

9. Teaching and Learning Strategies

Strategy	• Encouraging active listening: Teach students active listening techniques such as maintaining eye contact, asking questions, and paraphrasing to ensure comprehension. • Pair and group discussions: Encourage students to engage in conversations with their peers, actively listening and responding to each other. • Role-playing exercises: Use role-playing to simulate real-life situations and enhance listening skills. • Audio recordings and podcasts: Play audio recordings or podcast that require active listening and comprehension. • Engaging in meaningful conversations: Create opportunities for students to engage in conversations that promote critical thinking and expression of ideas. • Common use of phrases used on a daily basis among native speakers of the language. • Providing linguistic support and correct instructions to students regarding vocabulary, grammar, and adaptation to different accents. • Urging students to participate in direct communication by training students to express their opinion and disagreement with other speakers. • Increase cultural awareness by discussing cultural topics of multiple sources and differences. • Resolving exercises , assignments and small class discussions.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciatio	Unit1 How it's going?	Play conversation audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain and s exercises	Tests: Oral and written: daily& monthly

Second	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit2 I'm looking for a camera part۲+۱	Play conversation audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests: Oral :writt daily & mont
Third	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit3 I need to see a doctor	Play conversation audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests: Oral :writt daily & mont
Fourth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 4 What's problem?	Play conversation audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests: Oral written: dai monthly
Fifth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit5 What a lot of red tape! Part1	Play conversation audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests: Oral written: dai monthly
Sixth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit5 What a lot of red tape! Part2	Play conversation audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests: Oral written: dai monthly
Seventh	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit	Unit6 What a great view! Part1	Play conversation audio + Explanation of spea strategies and the expressions used those conversations +	Tests: Oral written: dai monthly

		Communicate confidently and effectively in those situations. use basic structures in their oral communication.. Use appropriate vocabulary in any type of conversation improve pronunciation		Training in spea strategies Explain solve exercises	
Eighth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit6 What a great view! Part2	Play conversation audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests: Oral written: &mont
Ninth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Review Units 1-6	Play conversation audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests: Oral written: &mont
Tenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 7 I'd appreciate it Part1	Play conversation audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests: Oral written: &mont
Eleventh	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 7 I'd appreciate it Part2	Play conversation audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests: Oral written: &mont
Twelfth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation	Unit 8 This is your office Part1	Play conversation audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests: :and wr daily & mont

		improve pronunciation			
Thirteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 8 This is your office Part2	Play conversation audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests: Oral and written: daily &monthly
Fourteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit9 I'll sort it out Part1	Play conversation audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests: Oral :and written daily&monthly
Fifteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit9 I'll sort it out Part2	Play conversation audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests : Oral and :written daily& monthly
Sixteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 10 Can I call you back? Part 1	Play conversation audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests: Oral and :written daily& monthly
Seventeenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 10 Can I call you back? Part2	Play conversation audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests: Oral and :written daily& monthly
Eighteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit	Unit11 Shall we move on? Part1	Play conversation audio + Explanation of speal strategies and the	Tests : Oral and :written

		Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation		expressions used those conversations + Training in spea strategies Explain solve exercises	daily& monthly
Nineteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit11 Shall we move on? Part2	Play conversation audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Test s :Oral and writt :en daily & mon thly
Twentieth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 12 I'd like to begin by Part1	Play conversation audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Test s :Oral and writt :en daily & mon thly
Twenty-First	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 12 I'd like to begin by Part2	Play conversation audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Test s :Oral and writt :en daily & mon thly
venty-Second	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit13 Let's take a closer look Part1	Play conversation audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Test s :Oral and writt :en daily & mon thly
Twenty-Third	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use	Unit13 Let's take a closer look Part2	Play conversation audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests : Oral and written daily : & monthl y

		appropriate vocabulary in any type of conversation improve pronunciation			
wenty-Fourth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 14 Can you expand on that? Part1	Play conversation audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests : Oral and written daily : & monthl y
Twenty-Fifth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 14 Can you expand on that? Part2	Play conversation audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests : Oral and written daily : & monthl y
Twenty-Sixth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 15 I'll help me get a good job Part 1	Play conversation audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests : Oral and written daily : & monthl y
enty-Seventh	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 15 I'll help me get a good job Part2	Play conversation audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests : Oral and written daily : & monthl y
Twenty-Eight	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 16 I work well under pressure Part1	Play conversation audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests : Oral and written daily : & monthl y
Twenty-Ninth	2	Students can actively listen to obtain and understand information and respond appropriately	Unit 16	Play conversation audio +	Tests : Oral and

		to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	I work well under pressure Part2	Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	written daily : & monthl y
Thirtieth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations while using key linguistic constructs in oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Review units 7-1	Play conversation audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests : Oral and written daily : & monthl y

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (50%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (50%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Craven, Miles (2009). Real Listening and Speaking 4. Cambridge: Cambridge University Press with (CD)
Main references (sources)	
Recommended books and references (scientific journals, reports…)	Developing listening and speaking k English Pronunciation in use (self-t and classroom)
Electronic References, Websites	• BBC Learning English • ,EngVid English Resource Lab

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 17/9/2023

File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
First	---	Introduction to English Literature	2	1

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **

pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields.

	Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively.

perspectives and established truths.	- Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture.

	– Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

– Providing students with the fundamentals and topics related to knowledge and systems outlined in A.

– Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.

– Refining students' self–knowledge by emphasizing the completion of homework assignments related to the study materials.

– Encouraging students to engage in self–learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.

– Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

– Daily, monthly, and yearly tests with varied questions for the academic subjects.

– Participation grades for challenging competition questions for students.

– Assignment grades assigned for homework tasks.

– Conducting research and reports.

– Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				

Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				

Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.

- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.
2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. **The most important sources of information about the program**
- Teaching staff. - Curriculum content. - Availability of appropriate devices, equipment, materials, and software for the specialization. - Alignment of learning resources with the specialization. - Effective use of learning resources in the educational process. - Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization. - Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization. - Subscription to electronic databases in the specialization field. - Existence of an electronic content management system and availability of electronic materials. - Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan
- First Stage: Assessment and Needs Analysis - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats. - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market. - Second Stage: Setting Objectives and Strategies - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.

- Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:	
Introduction to English Literature	
2. Course Code:	
–––	
3. Semester / Year:	
2023–2024	
4. Description Preparation Date:	
17/9/2023	
5. Available Attendance Forms:	
First year students	
6. Number of Credit Hours (Total) / Number of Units (Total)	
90	
7. Course administrator's name (mention all, if more than one name)	
Name: Asst.Prof .Massarra Majid Ibrahim/ Assist. Inst. Fatima Mohammed Theyab Email: masarra.en.hum@uodiyala.edu.iq . Email. fatima.env.hum@uodiyala.edu.iq	
8. Course Objectives	
Course Objectives	**– Introducing students to poetry and its various types.** **– Analyzing selected poems according to the prescribed curriculum.** **– Defining prose and its types, and studying specific prose pieces acco curriculum.**
9. Teaching and Learning Strategies	
Strategy	1. Reading literary texts (poetry or prose). 2. Analyzing these texts using literary tools (poet c or 3. Conducting daily and periodic exams to assess s tude of the subject matter.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method
First	3	Definition poetry a analysis	What is it about ?	Discussion
Second	3	Definition of poe and analysis	What is it abo ?	Discussion
Third	3	Definition of poe and analysis	What is it abo ?	Discussion
Fourth	3	Definition of poe devices and th use	How it is done	Discussion
Fifth	3	Definition of poe devices and th use	How it is done	Discussion
Sixth	3	Definition of poe devices and th use	How it is done	Discussion
Seventh	3	Monthly Exam	Monthly Exam	Monthly Exam
Eighth	3	Definition of typ of poetry; A stu of selected poem	Types Descriptive	Discussion
Ninth	3	Definition of typ of poetry; A stu of selected poem	Reflective	Discussion
Tenth	3	Definition of typ of poetry; A stu of selected poem	Narrative	Discussion
Eleventh	3	Definition of typ of poetry; A stu of selected poem	The Lyric	Discussion
Twelfth	3	Definition of typ of poetry; A stu of selected poem	The Sonnet	Discussion
Thirteenth	3	Monthly Exam	Monthly Exam	Monthly Exam

Fourteenth	3	A follow up of wh has been studied Previous chapter	Literary Appreciation	Discussion
Fifteenth	3	A follow up of wh has been studied Previous chapter	Literary Appreciation	Discussion
Sixteenth	3	Definition of pro and its types	Part 2 .Prose	Discussion
Seventeenth	3	Definition narrative prose	Narrative	Discussion
Eighteenth	3	Definition prosaic devices	How it is done	Discussion
Nineteenth	3	Definition descriptive pro by Diary Dorothy Wordsworth	Description	Discussion
Twentieth	3	Definition descriptive pro and sample of T Garden party Katherine Mansfield	Description	Discussion
Twenty-First	3	Definition prosaic devices	How it is done	Discussion
venty-Second	3		How it is done	Discussion
Twenty-Third	3	Monthly Exam	Monthly Exam	Monthly Exam
wenty-Fourth	3	Definition argumentative prose ans asmple psychology a education Frieda Fordham	Argument	Discussion
Twenty-Fifth	3	Definition argumentative prose and samp of Abinger Harv by E M Froster	Argument	Discussion
Twenty-Sixth	3	Definition prosaic devices this type		Discussion

enty-Seventh	3	Definition prosaic devices this type	How it is done	Discussion
Twenty-Eight	3	Definition prosaic devices this type	How it is done	Discussion
Twenty-Ninth	3	Monthly Exam	Monthly Exam	Monthly Exam
Thirtieth	3	A follow up of wh has been studied Previous chapter		

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and preparation, daily participation, and reports. Each of these activities contributes to a total of 4 grade.
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To calculate the annual grade, you would typically determine the weighted average of the grade component. For example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's overall

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Poetry and Prose overseas students
Main references (sources)	Wuthering Heights by Emily Modern Education an Eliot
Recommended books and references (scientific journals, reports…)	How to Begin Literature, Third Ed Marsh
Electronic References, Websites	BBC Learning English British Council

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 17/9/2023

File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Third	-----	Methodology	2	1

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization	Special Requirements/Skills (if applicable)	Number of the teaching staff

	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				

Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talab Jaafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				

Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.

- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.

- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.
2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. **The most important sources of information about the program**
- Teaching staff. - Curriculum content. - Availability of appropriate devices, equipment, materials, and software for the specialization. - Alignment of learning resources with the specialization. - Effective use of learning resources in the educational process. - Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization. - Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization. - Subscription to electronic databases in the specialization field. - Existence of an electronic content management system and availability of electronic materials. - Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan
- First Stage: Assessment and Needs Analysis - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats. - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market. - Second Stage: Setting Objectives and Strategies - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.

- Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Pedagogy and Curriculum Innovations
2. Course Code:
----
3. Semester / Year:
2023-2024
4. Description Preparation Date:
17/9/2024
5. Available Attendance Forms:
Full Attendance / Third-Year Students
6. Number of Credit Hours (Total) / Number of Units (Total)
3 hours (90 hours) and 4 units (120 units)
7. Course administrator's name (mention all, if more than one name)
Instr. Shurooq Talab Jaafar/ Assist. Instr. Mohammed Qais Abdulraheem shorouq.en.hum@uodiyala.edu.iq / mohemmedqais.env.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	• Understanding the old and new methods of teaching in terms of the role of the teacher in each method, its advantages and disadvantages/goals, and the teaching steps for each method. • Knowing how to teach the four skills of speaking, listening, reading and comprehension, as well as how to teach other skills such as vocabulary, sounds and grammar. • Distinguishing the difference between the curriculum and vocabulary, types of vocabulary and Bloom's taxonomy. • Getting to know the different types of curricula and their characteristics.
9. Teaching and Learning Strategies	
Strategy	**1) Teaching Methods** • Learn about different teaching methods, their advantages and disadvantages. • Understand the role of the instructor in each method. **2) Curriculum vs. Syllabus**

	• Distinguish between curriculum and syllabus.
	• Explore different types of curriculums and Bloom's Taxonomy.
	
	3) Course Objectives:
	
	• Define the specific learning objectives for the course, including listening, speaking, reading, and writing skills.
	
	4) Teaching and Learning Methods:
	
	• Explore various teaching and learning methods.
	
	5) Lecture Delivery:
	
	• Learn how to deliver effective lectures in person, using posters and presentation tools.
	
	6) Assessment:
	
	• Understand the different types of assessments, including written and daily tests.
	
	7) Transferable Skills:
	
	• Develop general and transferable skills related to employability and personal development, such as:
	  ○ Communication and speaking in English
	  ○ Listening to English and developing speaking skills
	  ○ Continuous writing
	  ○ Continuous reading

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	۳	General Terms in Teaching Methods	Definitions of Basic Terms	Face-to-face lecture	Oral and written assessments
Second	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Old methods Grammar translation method	Face-to-face lecture	Oral and written assessments
Third	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Old methods Grammar translation method	Face-to-face lecture	Oral and written assessments
Fourth	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages	Direct Method	Face-to-face lecture	Oral and written assessments

		and Disadvantages/Objectives			
Fifth	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Direct Method	Face-to-face lecture	Oral and written assessments
Sixth	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Audio-Lingual Method	Face-to-face lecture	Oral and written assessments
Seventh	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Audio-Lingual Method	Face-to-face lecture	Oral and written assessments
Eighth	۳	Measure students' knowledge and comprehension of the material through testing.	Monthly Exam1	Face-to-face lecture	Formal Written Test
Ninth	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	The Silent Way Method	Face-to-face lecture	Oral and written assessments
Tenth	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	The Silent Way Method	Face-to-face lecture	Oral and written assessments
Eleventh	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Desuggestopedia Method	Face-to-face lecture	Oral and written assessments
Twelfth	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Desuggestopedia Method	Face-to-face lecture	Oral and written assessments
Thirteenth	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Lesson Plan	Face-to-face lecture	Oral and written assessments
Fourteenth	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Community Language Learning	Face-to-face lecture	Oral and written assessments
Fifteenth	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Community Language Learning	Face-to-face lecture	Oral and written assessments
Sixteenth	۳	Measure students' knowledge and comprehension of the material through testing.	Monthly Exam2	Face-to-face lecture	Formal Written Test

Seventeenth	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Total Physical Response	Face-to-face lecture	Oral and written assessments
Eighteenth	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Total Physical Response	Face-to-face lecture	Oral and written assessments
Nineteenth	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Communicative Language Teaching	Face-to-face lecture	Oral and written assessments
Twentieth	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Communicative Language Teaching	Face-to-face lecture	Oral and written assessments
Twenty-First	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Content-Based Instruction	Face-to-face lecture	Oral and written assessments
venty-Second	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Content-Based Instruction	Face-to-face lecture	Oral and written assessments
Twenty-Third	۳	Measure students' knowledge and comprehension of the material through testing.	Monthly Exam1	Face-to-face lecture	Formal Written Test
wenty-Fourth	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Task-based Language Teaching	Face-to-face lecture	Oral and written assessments
Twenty-Fifth	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Task-based Language Teaching	Face-to-face lecture	Oral and written assessments
Twenty-Sixth	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	The Political Dimensions of Language Teaching and the Participatory Approach	Face-to-face lecture	Oral and written assessments
enty-Seventh	۳	Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	The Political Dimensions of Language Teaching and the Participatory Approach	Face-to-face lecture	Oral and written assessments

Twenty-Eight	٣	**Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives**	**Difference Between Syllabus and Curriculum**	**Face-to-face lecture**	**Oral and written assessments**
Twenty-Ninth	٣	**Student's Perception of the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives**	**Difference Between Syllabus and Curriculum**	**Face-to-face lecture**	**Oral and written assessments**
Thirtieth	٣	**Measure students' knowledge and comprehension of the material through testing.**	**Monthly Exam**	**Face-to-face lecture**	**Formal Written Test**

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	A. Techniques and Principles in Language Teaching. By Diane Larsen-Freeman and Marti Anderson. (2000) 3rd edition. Oxford University Press. B. Trends in ELT Syllabus Design. By: Prof. Shatha Al-Saadi. (2012).
Main references (sources)	A. Methods of Teaching English to Arab Students. By: Nejat Al-Mutawa and Taseer Kailani (1989). Longman. B. Richards Jack and Raymond Renandya (2002). Methodology in Language Teaching: An Anthology of Current Practice. Cambridge: Cambridge University Press.

	C. Practical English Language Teaching. By: David Nunan (ed.) (2003) . Boston : McGraw Hill D. Curriculum Development in Language Teaching. By: Jack C. Richards (2001) Cambridge: Cambridge UP. E. Approaches and Methods in Language Teaching. By: Jack C. Richards and Theodore S. Rodgers (1986). Cambridge: Cambridge UP.
Recommended books and references (scientific journals, reports…)	A. Richards Jack and Raymond Renandya (2002). Methodology in Language Teaching: An Anthology of Current Practice. Cambridge: Cambridge University Press.
Electronic References, Websites	**Oxford University Press Website:** https://elt.oup.com/teachers/tplt/ **Online Retailers:** https://www.amazon.com/dp/0194423603 **Book Review:** scholarship.richmond.edu

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: **University of Diyala**

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

Scientific Department: **Department of English**

Academic or Professional Program Name: **English**

Final Certificate Name: **B.A of Education in English**

Academic System: **Annual**

Description Preparation Date: **17/9/2023**

File Completion Date: **17/9/2023**

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: **20/9/2023**

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: **25/9/2023**

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: **1/10/2023**
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

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

Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				

Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				

Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.

- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.

2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.

- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.
  - Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Teaching English as a Foreign or Second Langauage
2. Course Code:
3. Semester / Year:
2023-2024
4. Description Preparation Date:
17/9/2023
5. Available Attendance Forms:
Face to Face
6. Number of Credit Hours (Total) / Number of Units (Total)
٩٠
7. Course administrator's name (mention all, if more than one name)
Name: A. Inst. Narges Abd Alkarim Ismail / Assist. Instr. Mohammed Qais Email: narjis.en.hum@uodiyala.edu.iq / mohammed.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	1. Enabling students to accurately understand the types of self-development methods of an English language teacher during the school year. 2. We expect to know, distinguish and explore between methods of teaching the English language. 3. All the different principles of teaching methods and techniques required during the school year. 4. Requests from the classroom management application for the required method of teaching requests during the school year. 5. Asking students to choose and apply effective strategies for the method required to teach students during the school year. 6. Empowering students with methods of teaching the English language during the school year. 7. Assess students' skills in using and applying traditional language teaching skills, strategies, and techniques.

9. Teaching and Learning Strategies	
Strategy	• E-learning method using PowerPoint • Method of questioning and discussion • Brainstorming method

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Psychological Principles	Psychological Principles	Lecturing and Discussion	Conducting tests
Second	3	Linguistic Principles	Linguistic Principles	Lecturing and Discussion	Conducting tests
Third	3	Does self-Development make a difference?	Introduction: A Self – Development	Lecturing and Discussion	Conducting tests
Fourth	3	What Factors Are Central to Teacher Self-Development?	What Factors Are Central to Teacher Self-Development?	Lecturing and Discussion	Conducting tests
Fifth	3	Exploration of Teaching. What are Ways to Explore Teaching?	Exploration of Teaching. What are Ways to Explore Teaching?	Lecturing and Discussion	Conducting tests
Sixth	3	How can Teachers explore Teaching through self-observations?	How can Teachers explore Teaching through self-observations?	Lecturing and Discussion	Conducting tests
Seventh	3	How can Teachers explore Teaching through observation of other teachers?	How can Teachers explore Teaching through observation of other teachers?	Lecturing and Discussion	Conducting tests
Eighth	3	How can Teachers explore Teaching through Talk?	How can Teachers explore Teaching through Talk?	Lecturing and Discussion	Conducting tests
Ninth	3	How can Teachers explore Teaching through Journal?	How can Teachers explore Teaching through Journal?	Lecturing and Discussion	Conducting tests
Tenth	3	EFL and ESL teaching settings?	EFL and ESL teaching settings?	Lecturing and Discussion	Conducting tests
Eleventh	3	Comparison between EFL settings and ESL settings?	Comparison between EFL settings and ESL settings?	Lecturing and Discussion	Conducting tests
Twelfth	3	What are the examples of EFL and ESL?	What are the examples of EFL and ESL?	Lecturing and Discussion	Conducting tests

Thirteenth	3	Overlapping settings	Overlapping settings	Lecturing and Discussion	Conducting tests
Fourteenth	3	Principles of EFL and ESL Teaching. Teaching Language as Communication among People.	Principles of EFL and ESL Teaching. Teaching Language as Communication among People.	Lecturing and Discussion	Conducting tests
Fifteenth	3	What's the main goal of commutative competence?	What's the main goal of commutative competence?	Lecturing and Discussion	Conducting tests
Sixteenth	3	How do EFL teacher and ESL teacher provide opportunities for students to communicate in English ?	How do EFL teacher and ESL teacher provide opportunities for students to communicate in English ?	Lecturing and Discussion	Conducting tests
Seventeenth	3	How do EFL teacher and ESL teacher provide opportunities for students to communicate in English ?	How do EFL teacher and ESL teacher provide opportunities for students to communicate in English ?	Lecturing and Discussion	Conducting tests
Eighteenth	3	What makes a classroom communicative?	What makes a classroom communicative?	Lecturing and Discussion	Conducting tests
Nineteenth	3	Mid-Y/ear Holiday			
Twentieth	3	What roles are native and near -native English EFL / ESL teachers expected to play?	What roles are native and near - native English EFL / ESL teachers expected to play?	Lecturing and Discussion	Conducting tests
Twenty-First	3	What are the problems which E and ESL teachers face?	What are the problems which EFL and ESL teachers can face?	Lecturing and Discussion	Conducting tests
Twenty-Second	3	Classroom Management. Wh classroom management	Classroom Management. What is classroom management	Lecturing and Discussion	Conducting tests
Twenty-Third	3	What can K_12 teachers do to cre a learning setting EFL Students?	What can K_12 teachers do to create a learning setting for EFL Students?	Lecturing and Discussion	Conducting tests
Twenty-Fourth	3	What Problems I Some EFL/ESL Teachers Have i managing classro interaction ?	What Problems Do Some EFL/ESL Teachers Have in managing	Lecturing and Discussion	Conducting tests

			classroom interaction ?		
Twenty-Fifth	3	EFL and ESL Material. Media, a Technology .wh create the Materi available to EFL/E Teachers?	EFL and ESL Material. Media, and Technology. Who create the Material available to EFL/ESL Teachers?	Lecturing and Discussion	Conducting tests
Twenty-Sixth	3	What are the advantages and disadvantages c commercial Mater	What are authentic Material? what are types are available?	Lecturing and Discussion	Conducting tests
Twenty-Seventh	3	What are the advantages and disadvantages c using authentic Material and med	How do EFL/ ESL Teachers use authentic Material and media?	Lecturing and Discussion	Conducting tests
Twenty-Eight	3	what kinds of Technology do EFL/ESL Teache use?	What problems do some EFL/ESL Teachers have with Material. Media, and Technology?	Lecturing and Discussion	Conducting tests
Twenty-Ninth	3	Culture and the Language Teach	Culture and the Language Teacher	Lecturing and Discussion	Conducting tests
Thirtieth	3	What cultural definition and proc do most expatriat experiences?	What cultural concepts can EFL/ESL Teachers teach students?	Lecturing and Discussion	Conducting tests
Thirty One	3	What cultural definition and proc do most expatriat experiences?	What cultural concepts can EFL/ESL Teachers teach students?	Lecturing and Discussion	Conducting tests

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Gebhard, Jerry G. (2009). Teaching English as a Foreign Second Language:

	Self – Development and Methodology Guide. 2nd ed. USA: University of Michigan Press
Main references (sources)	Gebhard, Jerry G. (2009). Teaching English as a Foreign Second Language: Self – Development and Methodology Guide. 2nd ed. USA: University of Michigan Press
Recommended books and references (scientific journals, reports…)	None
Electronic References, Websites	None

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 17/9/2023

File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Third	---	Victorian novel	2	1

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization	Special Requirements/Skills (if applicable)	Number of the teaching staff

	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				

Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				

Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.

- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.

- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.
2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. **The most important sources of information about the program**
- Teaching staff. - Curriculum content. - Availability of appropriate devices, equipment, materials, and software for the specialization. - Alignment of learning resources with the specialization. - Effective use of learning resources in the educational process. - Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization. - Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization. - Subscription to electronic databases in the specialization field. - Existence of an electronic content management system and availability of electronic materials. - Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan
- First Stage: Assessment and Needs Analysis - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats. - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market. - Second Stage: Setting Objectives and Strategies - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.

- Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Victorian Novel
2. Course Code:
–––––
3. Semester / Year:
2023–2024
4. Description Preparation Date:
17/9/2023
5. Available Attendance Forms:
Third year students
6. Number of Credit Hours (Total) / Number of Units (Total)
90
7. Course administrator's name (mention all, if more than one name)
Assist Prof. Rana Mudhir Dakheel/ Assist. Inst. Fatima Mohammed Theyab Rana.en.hum@uodiyala.edu.iq / fatima.env.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**Understanding the fundamental characteristics of the Victorian nove as a historical and cultural background, and distinctive literary styles.** **Analyzing Victorian novel texts to comprehend their themes, symbo s, cha relationships between characters and the presented themes.** **Developing critical reading skills and critical thinking in dealing witl Victo analyze structure, language, and cultural context.**
9. Teaching and Learning Strategies	
Strategy	Close Reading: Encourage students to engage in close reading of Victo devices, themes, character development, and plot intricacies. Th s stra deeper into the text and analyze its complexities. Discussion and Debate: Foster class discussions and debates on ey th issues presented in Victorian novels. Encourage students to exp ess th interpretations, while also challenging them to defend their argu ment Comparative Analysis: Explore connections between Victorian li eratu genres. Comparative analysis can help students recognize simila ities the evolution of literary themes and techniques over time.

10. Course Structure				
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**
First	3	Introduction of Victorian a	Theory and practice	Discussion
Second	3	Introduction of Victorian age	Theory and practice	Discussion
Third	3	Introduction writer's biography	Theory and practice	Discussion
Fourth	3	Novel Explanation	Theory and practice	Discussion
Fifth	3	Novel Explanation	Theory and practice	Discussion
Sixth	3	Novel Explanation	Theory and practice	Discussion
Seventh	3	Novel Explanation	Theory practice	Monthly E
Eighth	3	Novel Explanation	Theory practice	Discussion
Ninth	3	Monthly Exam	Monthly Exam	Monthly E
Tenth	3	Novel Explanation	Theory practice	Discussion
Eleventh	3	Novel Explanation	Theory practice	Discussion
Twelfth	3	Novel Explanation	Theory practice	Discussion
Thirteenth	3	Novel Explanation	Theory practice	Monthly E
Fourteenth	3	Monthly Exam	Monthly Exam	Monthly E
Fifteenth	Term Holiday	Term Holiday	Term Holiday	Term Holi
Sixteenth	3	Introduction of novel Charles Dicke Era	Theory practice	Discussion
Seventeenth	3	Introduction narrative devices	Theory practice	Discussion
Eighteenth	3	Novel Explanation	Theory practice	Discussion
Nineteenth	3	Novel Explanation	Theory practice	Discussion
Twentieth	3	Novel Explanation	Theory practice	Discussion
Twenty-First	3	Novel Explanation	Theory practice	Discussion

venty-Second	3	Monthly Exam	Monthly Exam	Mont ly E
Twenty-Third	3	Novel Explanation	Theory practice	Mont ly E
wenty-Fourth	3	Novel Explanation	Theory practice	Discu sion
Twenty-Fifth	3	Novel Explanation	Theory practice	Discu sion
Twenty-Sixth	3	Novel Explanation	Theory practice	Discu sion
enty-Seventh	3	Novel Explanation	Theory practice	Discu sion
Twenty-Eight	3	Novel Explanation	Theory practice	Discu sion
Twenty-Ninth	3	Novel Explanation	Theory practice	Discu sion
Thirtieth	3	Monthly Exam	Monthly Exam	Mont ly E

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily nd m daily participation, and reports. Each of these activities contributes to a total of 40% of the nnua
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grade earn example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's o erall

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Victorian Literature
Main references (sources)	1-English Poetry: The Sixteenth Century:) Com piled alJubori Dr. Khalid Mahir A. W. Al- wakil Dr. Iss m A Seventeenth Century: Compiled and Introduced by A. W
Recommended books and references (scientific journals, reports…)	The McCraw-Hill Guide to English Literature: Vo ume
Electronic References, Websites	https://en.wikipedia.org/wiki/English_Wikipe dia https://www.poemhunter.com/

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 17/9/2023

File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Fourth	-----	Modern Novel	2	1

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

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

Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				

Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				

Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.

- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.

2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.

- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.

- Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Modern Novel
2. Course Code:
–––––
3. Semester / Year:
2023–2024
4. Description Preparation Date:
17/9/2023
5. Available Attendance Forms:
"Full attendance/ Fourth-grade students"
6. Number of Credit Hours (Total) / Number of Units (Total)
90
7. Course administrator's name (mention all, if more than one name)
Name: Prof. Luma Ibrahim Shakir Email: lumahh50@gmail.com Name: Assist. Instr. Shahad Mohammed Yehya Email: shahad.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	• **– Raising awareness about the importance o literary material and appreciating it.** • **– Fostering positive interaction with life eve and ways to confront human challenges.** • **– Identifying the most important global liter figures and the impact of their writings on sensory appreciation of the reader, as well the judgments and derived lessons** •
9. Teaching and Learning Strategies	
Strategy	Preparation of university students psychologica and culturally to derive lessons and insights fr novels and human stories, and applying these lesso to the best of their ability in daily life, consideri their impact on the human psyche, wheth

	positively or negatively. Additionally, enhanci literary skills to write short stories with soc objectives and moral content, aiming to increa human and ethical awareness

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	An introduction to t time period of the novel.	Lord of the Flies	Theoretical visual.	"Writing analytical artic
Second	3	The life of the auth their literary philosophy, an overview of the nov and its characters.	Lord of the Flies	Theoretical visual.	Writing analytical artic
Third	3	Connecting the cul specific to the nov society with glo current events.	Lord of the Flies	Theoretical visual.	quiz
Fourth	3	Reviewing the political and social philosophy of the events in the novel the first chapter."	Chapter one	Theoretical visual.	Oral Questi and Answers
Fifth	3	The social and fam background of main characters in novel and its relatio the events of the sto	Chapter Two	Critical Analys	Monthly Exam
Sixth	3	The human nature good and e analyzing psychologically, linking this nature religious and m motivations.	Chapter Two	Theoretical visual.	Asking di questions.
Seventh	3	Examining religious influence its impact on social moral consciousn relying on charac from the novel living examples.	Chapter Three	Theoretical reading and vi evidence	Writing inferential article
Eighth	3	Emphasizing meaning of id leadership and selection of a chara	Chapter Four	Theoretical reading and vi evidence.	Asking di questions

		with charisma represents all so classes as the l representation, rely on the main chara in the novel.			
Ninth	3	Emphasizing meanings of good evil, and the triumpl the former despite li hardships and ha conditions.	Chapter Five	Theoretical reading and vi evidence.	Asking di questions
Tenth	3	The first monthly t Evaluating stude comprehension, analysis, and objec criticism skills.	Test on the previ five chapters.	Written Exam	Exam
Eleventh	3	Reminding of presence of div justice despite passage of time difficulties, and be in the principle reward punishment.	Chapter six and Se	Discussion	Asking dir questions
Twelfth	3	The importance human principles the consistency standards regardles circumstances.	Chapter Eight a Nine	Discussion	Writing a c page article.
Thirteenth	3	Reinforcing faith i divine power and enhancing self-confidence and be in it in the face of change, while maintaining principles and valu	Chapter Ten	Discussion	Asking dir questions
Fourteenth	3	The second month test: Assessing students' comprehension, analysis, and objective criticism skills.	Test on the remaining chapter of the Novel	Written test	Test
Fifteenth	3	Introduction to the history of the nove its reasons for bei written, and the political, social, ethical, and econo motivations behin the author's writin of the novel	Animal Farm	Theoretical explanation of the historical background.	Asking dir questions

Sixteenth	3	Understanding the surrounding circumstances tha influenced the political society, which directly affected the choice non-realistic characters (anima instead of real characters (humar	Chapter O	Theoretical reading and video evidence	Asking dir questions
Seventeenth	3	Introducing the go of the Russian Revolution in 191 and the impact of t Marxist concept ar other political movements that emerged, such as communism, socialism, and capitalism	Chapter Two	Theoretical reading a video evidence	Writing article.
Eighteenth	3	Reminding of the hypocrisy of globa political movemen whose economies prioritize theoreti ideals over practic individual lives.	Chapter Three	Theoretical reading a video evidence	Examining student orally
Nineteenth	3	The shift of goals from general to specific when personal benefits replace public interests, emphasizing politi hypocrisy when slogans change to suit individual interests rather th the public good	Chapter Four	Theoretical reading a video evidence	Examining student orally
Twentieth	3	The importance of education and its acquisition by all layers of society, considering it as a weapon to combat ignorance and corruption	Chapter Five	Theoretical reading a video evidence	Quiz
Twenty-First	3	The monthly test: Evaluating studen comprehension, analysis, and objective criticism skills	Test on the previ five chapters	Written Test	Test

venty-Second	3	The necessity confronting injus and not succumb to the negatives society	Chapter Six	Theoretical reading video evidence	Asking dir questions
Twenty-Third	3	Evaluating polit hypocrisy and find rational solutions minimize its negat effects on society	Chapter Seven	Theoretical reading video evidence	Writing a o page article
wenty-Fourth	3	Directing student always be sincere dealing with ones individuals, society	Chapter eight	Theoretical reading video evidence	Asking dir questions
Twenty-Fifth	3	The importance of education at all tin and in various circumstances	Chapter Nine	Theoretical reading video evidence	Asking dir questions
Twenty-Sixth	3	Ethical standards unaffected by changing interests and societal circumstances, and ethical standards that become clear when individual interests outweigh public interests	Review of chap 7,8, and 9	Discussion	Asking dir questions
enty-Seventh	3	Reminding of divi justice concerning reward and punishment	Chapter Ten	Theoretical reading video evidence	Writing a o page article."
Twenty-Eight	3	Continuous s assessment	Chapter Eleven	Theoretical reading video evidence	Asking dir questions
Twenty-Ninth	3	Reviewing the mo objectives and goa derived from the novel and their applications in practical life	Whole novel	Explanation analysis	Asking dir questions
Thirtieth	3	The second month test: Assessing students' comprehension, analysis, and objective criticism skills	Testing student w the remaining chapters of the novel."	Written Test	Test

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:
Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)
This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Lord of the Flies by William Goldin Animal Farm by George Orwell
Main references (sources)	Lord of the Flies by William Goldin Animal Farm by George Orwell
Recommended books and references (scientific journals, reports…)	Harold Bloom's Guide: Lord of the Flies Animal Farm:Coles Notes
Electronic References, Websites	Bookfi.net Bookzz.org Book4four.org

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 17/9/2023

File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

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

Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				

Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				

Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.

- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.

2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.

- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.
  - Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Better English Pronunciation
2. Course Code:
––––––––
3. Semester / Year:
2023–2024
4. Description Preparation Date:
17/9/2023
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
90
7. Course administrator's name (mention all, if more than one name)
Name: Dr. Abdulkareem Yaseen Ahmed Email: Abdulkareem.env.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	• The pronunciation course is extremely important for EFL students as it helps them a pronounce English words and understand the pronunciation of new words by utiliz symbols that represent English sounds. • It involves explaining the significance of listening and speaking skills, utilizing resou BBC English, focusing on phonemes, providing a detailed description of different consonants and consonant sequences, and including exercises for practice. • A brief description of vowels and their various types is provided.

9. Teaching and Learning Strategies

Strategy	After studying the book titled Better English Pronunciation by J.D. O'Connor, the first-year studen College of Arts at the University of Al-Mustansyriah should be able to: • Draw the figures of the speech organs and their respective parts accurately and without errors. Th assessed through tests conducted during the course of study. • Define phonemes, consonants, and vowels. This knowledge is evaluated through transcriptions them during exams. • Pronounce English words correctly and without mistakes. This ability is measured through an conducted during the first and second courses, as well as an oral test during the final exam. • Transcribe common English words accurately and without errors.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method	
First	3 ho	Introduction for the pronunciation course	Speaking vs writ phoneme	Explanation the whiteboa PowerPoi presentatio		Oral ar que
Second	3 ho	Differentiate between vowels and consonants and transcribe English words	Consonants &vowels	Explanation the whiteboa PowerPoi presentatio		Oral ar que
Third	3 ho	Student should draw a diagram of speech organs and describe the vo cords	Speech organs& v cords	Explanation the whiteboa PowerPoi presentatio		Oral ar que
Fourth	3 ho	They should be able to describe t palate, the tongue , lips and teeth with the importance of each one a speech organ	The pa tongue, te lips	Explanation the whiteboa PowerPoi presentatio		Oral ar que
Fifth	3 ho	They should describe the English friction consonant /f/ , /v/ , /Θ/ , /	The consonants /v/ , /Θ/ , /ð/	Explanation the whiteboa PowerPoi presentatio		Oral ar que
Sixth	3 ho	They should describe the English friction consonant / **s/ , /z/ ,/** ʃ/ **,** /ʒ/ /h/	The consonants **/z/ ,/** ʃ/ **,** /ʒ/,	Explanation the whiteboa PowerPoi presentatio		Oral ar que
Seventh	3 ho	They should describe the English stop consonant/p/ , /b/ , /t/ , /d/	The consonants /b/ , /t/ , /d/	Explanation the whiteboa PowerPoi presentatio		Oral ar que
Eighth	3 ho	They should describe the English consonant/k/ , /g/ , /ʧ/ ,/ʤ/	consonant/k /g/ , /ʧ/ ,/ʤ/	Explanation the whiteboa PowerPoi presentatio		Oral ar que
N	3 h	They should describe the Eng nasal and lateral consonant /m/ , /ŋ/	consonant / /n/ , /ŋ/, /l/	Explanation the whiteboa PowerPoi presentatio		Oral ar que
Tenth	3 ho	They should describe the English gliding consonants / w/ , /j/ , /r/	consonants , /j/ , /r/	Explanation the whiteboa PowerPoi presentatio		Oral ar que
Eleventh	3 ho	They should recognize and under the initial consonant sequence	Initial consonant sequence	Explanation the whiteboa PowerPoi presentatio		Oral ar que
Twelfth	3 ho	They should recognize and under the medial and final consonant sequence	Medial & f consonant sequence	Explanation the whiteboa PowerPoi presentatio		Oral ar que
Thirteenth	3 ho	They should recognize and under the consonant sequence in longer utterances	the conso sequence phrases	Explanation the whiteboa PowerPoi presentatio		Oral ar que

Fourteenth	3 ho	They should describe ,recognize, pronounce English vowels and transcribe words with vowel soun	English vowels1	Explanation the whiteboa PowerPoi presentatio		Oral ar que
Fifteenth	3 ho	They should describe ,recognize, pronounce English vowels and transcribe words with vowel soun	English vowels2	Explanation the whiteboa PowerPoi presentatio		Oral ar que
Sixteenth	3 ho	They should describe ,recognize, pronounce English vowels and transcribe words with vowel soun	English vowels3	Explanation the whiteboa PowerPoi presentatio		Oral ar que
eventeenth	3 ho	They should describe ,recognize, pronounce English vowels and transcribe words with vowel soun	English vowels4	Explanation the whiteboa PowerPoi presentatio		Oral ar que
Eighteenth	3 ho	They should recognize stressed ar unstressed words and transcribe strong and weak forms of English words	Words company	Explanation the whiteboa PowerPoi presentatio		Oral ar que
Nineteenth	3 ho	They should define intonation and recognize the types of intonation utterances	intonation	Explanation the whiteboa PowerPoi presentatio		Oral ar que
Twentieth	3 ho	They should define intonation and recognize the types of intonation utterances	intonation	Explanation the whiteboa PowerPoi presentatio		Oral ar que
wenty-First	3 ho	They should be able to transcribe words , phrases and sentences wit correct pronunciation	exercises	Explanation the whiteboa PowerPoi presentatio		Oral ar que
Twenty-Second	3 ho	Practice listening and pronouncin words	Listening pronunciati of consona	Using laboratory au recording		oral q
enty-Third	3 ho	Practice listening and pronouncin words	Listening pronunciati of vowels	Using laboratory au recording		oral q
Twenty-Fourth	3 ho	Practice listening and pronouncin words	Listening pronunciati of consona	Using laboratory au recording		oral q
venty-Fifth	3 ho	Practice listening and pronouncin words	Listening pronunciati of vowels	Using laboratory au recording		oral q
enty-Sixth	3 ho	Practice listening and pronouncin phrases	Listening pronunciati of words consonants	Using laboratory au recording		oral q
Twenty-Seventh	3 ho	Practice listening and pronouncin sentences	Listening pronunciati of words vowels	Using laboratory au recording		oral q
enty-Eight	3 ho	Practice listening and pronouncin words	Listening pronunciati of phrases stress week forms	Using laboratory au recording		oral q
enty-Ninth	3 ho	Practice listening and pronouncin words	Listening pronunciati of senter	Using laboratory au recording		oral q

			with types intonation		
Thirtieth	3 ho	Practice listening and pronouncin words	Review		

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including laily monthly exams, preparation, daily participation, and reports. Each of these activities contributes total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earne each component. For example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's ove annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	J. D. O'connor, Better Englis Pron Cambridge University Press, UK. 19 0
Main references (sources)	r Roach , English Phonetics and Phonolog , Cambridge University Press, UK. 2 09
Recommended books and references (scientific journals, reports…)	Research and scientific journals in the linguistics.
Electronic References, Websites	Research and scientific journals in specializations.

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

Academic Program and Course Description Guide

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 17/9/2023

File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.

- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. **Program Accreditation**
Does the program have program accreditation? And from which agency? **None**

5. **Other external influences**
Is there a sponsor for the program? **Ministry of Higher Education and Scientific Research**

6. **Program Structure**

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
second	---	Phonology	theoretical	practical
			2	1

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content.

	- Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom.

	These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. **Teaching and Learning Strategies**
- Providing students with the fundamentals and topics related to knowledge and systems outlined in A. - Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention. - Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials. - Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects. - Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods
- Daily, monthly, and yearly tests with varied questions for the academic subjects. - Participation grades for challenging competition questions for students. - Assignment grades assigned for homework tasks. - Conducting research and reports. - Field visits to schools to evaluate students' practical training.

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

	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				

Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				

Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				

Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development
Mentoring new faculty members
- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services. - Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries. - Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution. - Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students. - Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals. - Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.
Professional development of faculty members
- Identifying Needs and Setting Goals: 1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs. 2. Goal Setting: Establishing individual and institutional development goals based on the identified needs. - Developing Educational and Teaching Strategies: 1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques. 2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences. 3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals. - Assessing Learning and Teaching Outcomes: 1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning. 2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:
1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.
2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:
1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:
1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. **Acceptance Criterion**
Requirements for enrolling in the undergraduate degree program (Bachelor's in English): **- Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.** **- Holding a certificate of completion of secondary education or its equivalent from other countries.** **- Expressing a desire to study in the chosen department.** **- Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. **The most important sources of information about the program**
- Teaching staff. - Curriculum content. - Availability of appropriate devices, equipment, materials, and software for the specialization. - Alignment of learning resources with the specialization. - Effective use of learning resources in the educational process. - Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization. - Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization. - Subscription to electronic databases in the specialization field. - Existence of an electronic content management system and availability of electronic materials.

- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.
  - Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.
  - Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.
- Third Stage: Plan Implementation
  - Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.
  - Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.
  - Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.
- Fourth Stage: Continuous Monitoring and Improvement
  - Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.
  - Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.
  - Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:

Phonetics & Phonology

2. Course Code:

3. Semester / Year:

2023-2024

4. Description Preparation Date:

17/9/2023

5. Available Attendance Forms:

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

90

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

Name: Dr. Abdulkareem Yaseen
Email: Abdulkareem.env.hum@uodiyala.edu.iq

8. Course Objectives

Course Objectives	- Teaching students the phonetics of the English language and contributing to the professional developmer of En students. - Providing students with the necessary information to pronounce English sounds correctly. - Recognizing the articulation of letters, ways of pronouncing sounds, their formation, and whether they are vo ced or - Providing students with detailed information about phonetic processes in the English language. - Equipping students with the information and skills necessary to teach phonetic aspects. - Providing students with the information and skills necessary to understand and comprehend the English lan uage, for social communication with English speakers.

9. Teaching and Learning Strategies

Strategy	- Memorization or recalling information and understanding it. - Comprehension and assimilation, including: 1. Developing mental abilities and skills. 2. Translation. 3. Interpretation. 4. Inductive reasoning. - Application: Using abstract ideas in new and concrete situations. - Analysis: Breaking down the material into its constituent elements, tracing the relationships between the parts, and or - Synthesis: Putting elements and parts together so that each becomes a whole. - Evaluation.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First		Understanding science of sour	Phonetics	Explanation the whiteboar PowerPoint presentation-	
Second		Understanding the applications of the scie of sound.	The applicati of Phonetics	Explanation the whiteboar	

				PowerPoint presentation -		w qu
Third		Understanding the scie of acoustic constructio	Phonology	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Fourth		Understanding the applications of the scie of acoustic constructio	The Applicati of Phonology	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Fifth		Differentiating betwe the science of sound a acoustic construction	The Relations between Phonetics Phonology	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Sixth		Knowledge of explosi sounds.	Plosive Sound	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Seventh		Knowledge of fricativ sounds.	Fricative Sour	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Eighth		Knowledge of articulat consonant sounds.	Affricate Sour	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Ninth		Identifying nasal soun	Nasal Sounds	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Tenth		Identifying semi-vow sounds.	Semi-vowel Sounds	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Eleventh		Identifying vowel soun	Vowel Sounds	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Twelfth		Knowledge of pure vov sounds.	Pure Vowels	Explanation the whiteboar PowerPoint presentation -		Se ex qu

						w qu
Thirteenth		Knowledge of front vo sounds.	Front Vowels	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Fourteenth		Knowledge of centra vowel sounds.	Central Vowe	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Fifteenth		Knowledge of back vo sounds.	Back Vowels	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Sixteenth		Knowledge of diphtho vowel sounds 1.	Diphthongs 1	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Seventeenth		Knowledge of diphtho vowel sounds 2.	Diphthongs 2	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Eighteenth		Understanding the scie of sound.	Phonetics	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Nineteenth		Knowledge of diphtho vowel sounds 3.	Diphthongs 3	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Twentieth		Knowledge of triphtho vowel sounds 1.	Triphthongs 1	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Twenty-First		Knowledge of triphtho vowel sounds 2.	Triphthongs 2	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
venty-Second		Understanding phonological processe	Phonological Processes	Explanation the whiteboar PowerPoint presentation -		Se ex qu

						w qu
Twenty-Third		Understanding assimilation.	Assimilation 1	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
wenty-Fourth		Understanding progressive assimilatic	Progressive Assimilation	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Twenty-Fifth		Understanding regressi assimilation.	Regressive Assimilation	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Twenty-Sixth		Knowledge of randor assimilation.	Coalescent Assimilation	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
enty-Seventh		Rhotic assimilation 1	Linking \ r\ 1	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Twenty-Eight		Rhotic assimilation 2	Linking \r\ 2	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Twenty-Ninth		Learning and understanding rhythm	Rhythm	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Thirtieth		Learning and understanding deletio	Elision	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned component. For example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's overall a nual	
12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	1. Peter Roach , English Phonetics and P onolo University Press, UK. 2009
Main references (sources)	An Introduction to Phonetics & Phonol gy
Recommended books and references (scientific journals, reports...)	Research and scientific journals in the f eld of
Electronic References, Websites	Research and scientific journals in ling istic sp

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala
Faculty/Institute: College of Education for Humanities
Scientific Department: Department of English
Academic or Professional Program Name: English
Final Certificate Name: B.A of Education in English
Academic System: Annual
Description Preparation Date: 17/9/2023
File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Third	---	Romantic and Victorian Poetry	2	0

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **

pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields.

	Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively.

perspectives and established truths.	- Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture.

	– Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

– Providing students with the fundamentals and topics related to knowledge and systems outlined in A.

– Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.

– Refining students' self–knowledge by emphasizing the completion of homework assignments related to the study materials.

– Encouraging students to engage in self–learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.

– Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

– Daily, monthly, and yearly tests with varied questions for the academic subjects.

– Participation grades for challenging competition questions for students.

– Assignment grades assigned for homework tasks.

– Conducting research and reports.

– Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
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Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				

Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				

Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.

- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.
2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.
- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.

- Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Romantic and Victorian Poetry
2. Course Code:
–––
3. Semester / Year:
2023–2024
4. Description Preparation Date:
17/9/2023
5. Available Attendance Forms:
Full Attendance (Third year students)
6. Number of Credit Hours (Total) / Number of Units (Total)
٦٠ Hours
7. Course administrator's name (mention all, if more than one name)
Name: Assist. Instr. Al-Yamama Qais Youssef Email: alyamamah.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**1.Introducing romantic and Victorian poetry and recognizing the characteristics of Poetry in the two periods and the major differences between them.** **2. Lean about the prominent Romantic and Victorian poets and poems Written in these two periods.** **3. Students learn how to analyze poems rhetorically and stylistically.** **4.Students learn how to extract meanings and ideas from poetic texts.**

9. Teaching and Learning Strategies

Strategy	Reading the text, presenting critics' analysis of the poetic text, participating students in the analysis and understanding of the poetic text by maki discussion during the lecture.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2 hours	Understanding romantic poetry	An introduction to Romantic Poetry	Get Knowledge about the transformation of concept of poetry	Discussion
Second	2 hours	Understanding the pre-romantic perio	Elegy Written in a Country Church Yard	Close reading And textual analysis	Discussion and questioning
Third	2 hours	Blake's Poetry	Songs of Innocence (The Lamb)	Close reading And textual analysis	Discussion and questioning
Fourth	2 hours	Blake's Poetry	Songs of Experience (The Tyger) London	Close reading And textual analysis	Discussion and questioning
Fifth	2 hours	Wordsworth's Poetry	The Solitary Reaper	Close reading And textual analysis	Discussion and questioning
Sixth	2 hours	Wordsworth's Poetry	The World is too much with us	Close reading And textual analysis	Discussion and questioning
Seventh	2 hours	Exam			Test
Eighth	2 hours	Coleridge's' poetry	Khubla Khan	Close reading And textual analysis	Discussion and questioning
Ninth	2 hours	Coleridge's' poetry	Frost At Midnight	Close reading And textual analysis	Discussion and questioning
Tenth	2 hours	Shelley's Poetry	Ode to the West Wind	Close reading And textual analysis	Discussion and questioning
Eleventh	2 hours	Shelley's Poetry	Ode to the West Wind	Close reading And textual analysis	Discussion and questioning
Twelfth	2 hours	Keats' Poetry	Ode To Nightingale	Close reading And textual analysis	Discussion and questioning
Thirteenth	2 hours	Keats' Poetry	La belle Dame Sans Merci	Close reading And textual analysis	Discussion and questioning
Fourteenth	2 hours	Byron's Poetry	She Walks in Beauty	Close reading And textual analysis	Discussion and questioning
Fifteenth	2 hours	Exam			Test
Sixteenth	2 hours	Main Features pf Victorian Poetry	Introduction to Victorian Poetry	Get Knowledge about the transformation of concept of poetry	Discussion and questioning
eventeenth	2 hours	Main Features pf Victorian Poetry	Introduction to Victorian Poetry		Discussion and questioning
Eighteenth	2 hours	Tennyson's Poetry	Tithonus	Close reading And textual analysis	Discussion and questioning

Nineteenth	2 hours	Tennyson's Poetry	Crossing the Bar	Close reading And textual analysis	Discussion and questioning
Twentieth	2 hours	Tennyson's Poetry	Crossing the Bar	Close reading And textual analysis	Discussion and questioning
Twenty-First	2 hours	Browning's Poetry	My Last Duchess	Close reading And textual analysis	Discussion and questioning
Twenty-Second	2 hours	Browning's Poetry	My Last Duchess	Close reading And textual analysis	Discussion and questioning
Twenty-Third	2 hours	Exam			Test
Twenty-Fourth	2 hours	Arnold's Poetry	Dover Beach	Close reading And textual analysis	Discussion and questioning
Twenty-Fifth	2 hours	Arnold's Poetry	Dover Beach	Close reading And textual analysis	Discussion and questioning
Twenty-Sixth	2 hours	Elizabeth browning's poetry	The Cry of the Children	Close reading And textual analysis	Discussion and questioning
Twenty-Seventh	2 hours	Rossetti's Poetry	A Birthday	Close reading And textual analysis	Discussion and questioning
Twenty-Eight	2 hours	Morris's Poetry	The Day is Coming	Close reading And textual analysis	Discussion and questioning
Twenty-Ninth	2 hours	Exam			Test
Thirtieth	2 hours	Review			

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	*English Poetry of the Nineteenth Century I *English Poetry of the Nineteenth Century II
Main references (sources)	*The Cambridge Introduction To British Romantic Poetry *The Cambridge Companion to Victorian poetry

Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	Poem analysis.com

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 17/9/2023

File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Fourth	-----	Modern Poetry	2	0

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization	Special Requirements/Skills (if applicable)	Number of the teaching staff

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Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				

Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.

- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.

- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.
2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. **The most important sources of information about the program**
- Teaching staff. - Curriculum content. - Availability of appropriate devices, equipment, materials, and software for the specialization. - Alignment of learning resources with the specialization. - Effective use of learning resources in the educational process. - Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization. - Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization. - Subscription to electronic databases in the specialization field. - Existence of an electronic content management system and availability of electronic materials. - Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan
- First Stage: Assessment and Needs Analysis - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats. - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market. - Second Stage: Setting Objectives and Strategies - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.

- Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:	
Modern Poetry	
2. Course Code:	
–––––	
3. Semester / Year:	
2023–2024	
4. Description Preparation Date:	
17/9/2023	
5. Available Attendance Forms:	
Fourth year students	
6. Number of Credit Hours (Total) / Number of Units (Total)	
60	
7. Course administrator's name (mention all, if more than one name)	
Basil Mohammed Khudai / Assist. Inst. Mohammed Muneer Abid-Alhabbar Basil.en.hum@uodiyala.edu.iq / mohammedm.env.hum@uodiyala.edu.iq	
8. Course Objectives	
Course Objectives	**1. Helping students understand the fundamental characteristics of n odern including the poetic styles and techniques used in crafting modern p oems** **2. Developing students' skills in reading and analyzing modern poe s, in poetic structure, linguistic expression, symbolism, and contempora y the** **3. Enhancing the ability for creative expression and critical thinking throu and the development of poetic writing skills.**
9. Teaching and Learning Strategies	
Strategy	Analyzing poems through discussion involves reading s elect and discussing their meanings, forms, and poetic techn que questions to help students achieve a deeper understan ing

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method
First	2	The characterist of modern Poetr	PowerPoint	Discussion
Second	2	The symboli movement	PowerPoint	Discussion
Third	2	Quiz	Quiz	Discussion
Fourth	2	Sailing to Byzantium	PowerPoint	Discussion
Fifth	2	Sailing to Byzantium	PowerPoint	Discussion
Sixth	2	The Second Coming	PowerPoint	Discussion
Seventh	2	The Second Coming	PowerPoint	Discussion
Eighth	2	Review of the above Items + Exam	Review of above Items Exam	Review of Items + Exam
Ninth	2	The Imagist movement	Review of above Items + Term Exam	Review of Items + Term Exam
Tenth	2	The love song of J Alfr Prufrock	PowerPoint	Discussion
Eleventh	2	The love song of J Alfr Prufrock	PowerPoint	Discussion
Twelfth	2	The love song of J Alfr Prufrock	PowerPoint	Discussion
Thirteenth	2	The Georgian School	PowerPoint	Discussion
Fourteenth	2	The Listeners	PowerPoint	Discussion
Fifteenth	Review of above Items + Exam	Review of the above Items + Exam	Review of above Items + Exam	Review of Items + Exam
Sixteenth	Term Holiday	Term Holiday	Term Holiday	Term Holida
Seventeenth	Term Holiday	Term Holiday	Term Holiday	Term Holida
Eighteenth	2	The Socialist School	PowerPoint	Discussion
Nineteenth	2	The Unknown Citizen	PowerPoint	Discussion
Twentieth	2	The Unknown Citizen	PowerPoint	Discussion
Twenty-First	2	Neo. Romanticism	PowerPoint	Discussion
venty-Second	2	Fern Hill	PowerPoint	Discussion
Twenty-Third	2	Fern Hill	PowerPoint	Discussion
wenty-Fourth	2	The movement	PowerPoint	Discussion
Twenty-Fifth	2	At Grass	PowerPoint	Discussion
Twenty-Sixth	2	Review of the above Iter Exam	Review of above Items Exam	Review of Items+ Exam

enty-Seventh	2	Church Going	PowerPoint	Discussion
Twenty-Eight	2	Extremist Art	PowerPoint	Discussion
Twenty-Ninth	2	Extremist Art	PowerPoint	Discussion
Thirtieth	2	Review of the above Iten Exam	Review of the ab Items+ Exam	Review of Items+ Exam

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily nd n daily participation, and reports. Each of these activities contributes to a total of 40% of the nnua
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grade earn example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's overall

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	An Anthology o Mo By J. M. Mehdi Internet Encycl pped
Main references (sources)	
Recommended books and references (scientific journals, reports…)	"-١Frost:lover's Qua ,The Journal of he C Arts,101,2012 "-٢Paracelsus:T he D Dreamy Few ",A l-Ma College Journal 7,20 "-٣Thyrsis:Perm anen Ma'moonUnive rsity
Electronic References, Websites	مواقع مختلفة

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 17/9/2023

File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing

researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Second	-----	Poetry	2	0

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities.

	- The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: **

facts and fostering their ability to distinguish between perspectives and established truths.	- Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills.

- The student should appreciate the contributions of scholars and theorists in the development of the language.	2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				

Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
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Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				

Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebin Bahroz Amin	English	Literature			44	1
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
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Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.

- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.

2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.
2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**

- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.
- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.

- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.
  - Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.
  - Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.
- Third Stage: Plan Implementation
  - Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.
  - Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.
  - Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.
- Fourth Stage: Continuous Monitoring and Improvement
  - Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.
  - Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.
  - Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with

market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
English Poetry (Sixteenth and Seventeenth Century)
2. Course Code:
–––––
3. Semester / Year:
2023–2024
4. Description Preparation Date:
17/9/2023
5. Available Attendance Forms:
Full time (second year students)
6. Number of Credit Hours (Total) / Number of Units (Total)
60
7. Course administrator's name (mention all, if more than one name)
Name: Dr. Amjed Lateef Jabbar Email: amjed.en.hum@uodiayala.edu.iq Name: Assist. Inst. Rebin Bahroz Amin Email: rebinzangana44@gmail.com

8. Course Objectives	
Course Objectives	• Exchange teaching method • E-learning method using PowerPoint • Method of questioning and discussion

9. Teaching and Learning Strategies	
Strategy	• Definition of Poetry • Study poems for the most important poets • How to read and analyze a poem • How to recite poetry • Identifying the meanings of new words because the poem contains words that are not commonly used. • Developing students' poetic skills.

10. Course Structure					
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
First	2	An Introduction to English Poetry	Poetry	Lecturing and Discussion	Conducting tests
Second	2	Sixteenth Century	Poetry	Lecturing and Discussion	Conducting tests
Third	2	The Poetic Devices	Poetry	Lecturing and Discussion	Conducting tests
Fourth	2	The Hind	Poem	Lecturing and Discussion	Conducting tests
Fifth	2	Like as a Ship	Poem	Lecturing and Discussion	Conducting tests
Sixth	2	Spring	Poem	Lecturing and Discussion	Conducting tests
Seventh	2	Leave Me, O Love	Poem	Lecturing and Discussion	Conducting tests
Eighth	2	Monthly Exam	Monthly Exam	Lecturing and Discussion	Conducting tests
Ninth	2	The Passionate Shepherd…	Poem	Lecturing and Discussion	Conducting tests
Tenth	2	Sonnet 18	Poem	Lecturing and Discussion	Conducting tests
Eleventh	2	Sonnet 55	Poem	Lecturing and Discussion	Conducting tests

Twelfth	2	Sonnet 116	Poem	Lecturing and Discussion	Conducting tests
Thirteenth	2	An Introduction to Metaphysical Poetry	Poetry	Lecturing and Discussion	Conducting tests
Fourteenth	2	Death be not Proud	Poem	Lecturing and Discussion	Conducting tests
Fifteenth	2	Monthly Exam	Monthly Exam	Lecturing and Discussion	Conducting tests
Sixteenth	2	An Introduction to Cavalier Poetry	Poetry	Lecturing and Discussion	Conducting tests
Seventeenth	2	To Daffodils	Poem	Lecturing and Discussion	Conducting tests
Eighteenth	2	An Introduction to John Milton	Poetry	Lecturing and Discussion	Conducting tests
Nineteenth	2	Mid-Year Holiday	Mid-Year Holiday		
Twentieth	2	On His Blindness	Poem	Lecturing and Discussion	Conducting tests
Twenty-First	2	Paradise Lost	Poem	Lecturing and Discussion	Conducting tests
wenty-Second	2	The Collar	Poem	Lecturing and Discussion	Conducting tests
Twenty-Third	2	Monthly Exam	Monthly Exam	Lecturing and Discussion	Conducting tests
wenty-Fourth	2	An Introduction to the Neo-Classical Period	Poetry	Lecturing and Discussion	Conducting tests

Twenty-Fifth	2	John Drydn's Biography	Poet's Biography	Lecturing and Discussion	Conducting tests
Twenty-Sixth	2	Daily Quiz	Daily Quiz	Lecturing and Discussion	Conducting tests
enty-Seventh	2	Absalom and Achitophel	Poem	Lecturing and Discussion	Conducting tests
Twenty-Eight	2	Alexander Pop Biography	Poet's Biography	Lecturing and Discussion	Conducting tests
Twenty-Ninth	2	Essay on Criticism	Poem	Lecturing and Discussion	Conducting tests
Thirtieth	2	Monthly Exam	Monthly Exam	Lecturing and Discussion	Conducting tests

11. Course Evaluation

The annual grade consists of 2two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:
Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)
This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	English Poetry (The Sixteenth Century) English Poetry (The Seventeenth Century)
Main references (sources)	Concise anthology of English poetry for second year students
Recommended books and references (scientific journals, reports…)	World and Iraqi periodical
Electronic References, Websites	Encyclopediabritanics.com

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala
Faculty/Institute: College of Education for Humanities
Scientific Department: Department of English
Academic or Professional Program Name: English
Final Certificate Name: B.A of Education in English
Academic System: Annual
Description Preparation Date: 17/9/2023
File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
Fourth Year		Course title Practicum and Classroom Practices	theoretical	practical
			2	1

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **

pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields.

	Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively.

perspectives and established truths.	- Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture.

	– Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

– Providing students with the fundamentals and topics related to knowledge and systems outlined in A.

– Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.

– Refining students' self–knowledge by emphasizing the completion of homework assignments related to the study materials.

– Encouraging students to engage in self–learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.

– Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

– Daily, monthly, and yearly tests with varied questions for the academic subjects.

– Participation grades for challenging competition questions for students.

– Assignment grades assigned for homework tasks.

– Conducting research and reports.

– Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				

Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				

Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.

- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.
2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. **The most important sources of information about the program**
- Teaching staff. - Curriculum content. - Availability of appropriate devices, equipment, materials, and software for the specialization. - Alignment of learning resources with the specialization. - Effective use of learning resources in the educational process. - Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization. - Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization. - Subscription to electronic databases in the specialization field. - Existence of an electronic content management system and availability of electronic materials. - Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan
- First Stage: Assessment and Needs Analysis - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats. - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market. - Second Stage: Setting Objectives and Strategies

- Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.

- Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with

market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:	
Course title Practicum and Classroom Practices	
2. Course Code:	
3. Semester / Year:	
2023-2024	
4. Description Preparation Date:	
17/9/2023	
5. Available Attendance Forms:	
Fully attended/students of the fourth stage	
6. Number of Credit Hours (Total) / Number of Units (Total)	
Number of credit hours (90) Number of units (120)	
7. Course administrator's name (mention all, if more than one name)	
Name: Assist. Prof. Dr. Ghazwan Adnan Mohammed Email: ghazwan.en.hum@uodiyala.edu.iq. Name: Prof. Dr. Liqa Habib Aboud Email: liqaa.en.hum@uodiyala.edu.iq.	
8. Course Objectives	
Course Objectives	• To gain practical experience based on the understanding and application theoretical knowledge. • To observe the analysis of and solutions to problems arising in professio work settings. • To interact with colleagues in a professional work environment. • To participate in a representative range of professional activities in the wo setting. • To develop a professional self-awareness.
9. Teaching and Learning Strategies	
Strategy	**• Lecturing and discussion.** **• Teaching using classroom technology.** **• Self-learning by assigning students to some extracurricular activities.** **• Presentations.** **• Cooperative learning.** **•Brainstorming** **• Micro-teaching.** **• Problem solving method** **• Group and individual practising.**

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Learn about Practicum	Preliminary	Brainstorming -Power point presentations - Discussion - Examples from the students' real life	- Oral exams - Homework - Activities and training -Attendance and active participation during the lecture
Second	3	Identify the characteristics of learners	Learners' Characteristics	- Discussion - Power point Presentations - Using classroom technology - Problem Solving	- Oral exams - Homework - Activities and training -Attendance and active participation during the lecture
Third	3	Identify the aims, goals and objectives and Lesson plan	Aims, goals and objectives and Lesson plan	Discussion - Self-learning - Cooperative learning -Individual and group practices	- Oral exams - Homework - Activities and training -Attendance and active participation during the lecture
Fourth	3	Learn how to teach vocabulary	Teaching vocabulary	Brainstorming -Power point presentations - Discussion - Examples from the students' real life	- Oral exams - Homework - Activities and training -Attendance and active participation during the lecture
Fifth	3	Learn how to teach grammar	Teaching Grammar	Discussion - Power point Presentations - Using classroom technology - Problem Solving	- Oral exams - Homework - Activities and training -Attendance and active

					participation during the lecture
Sixth	3	Learn how to teach listening skills	How to teach listening skill	Brainstorming -Power point presentations - Discussion - Examples from the students' real life	- Oral exams - Homework - Activities and training -Attendance and active participation during the lecture
Seventh	3	Determine listening skill strategies	Listening skill strategies	Discussion - Power point Presentations - Using classroom technology - Problem Solving	- Oral exams - Homework - Activities and training -Attendance and active participation during the lecture
Eighth	3	Learn about styles of listening skill assessment	Styles of assessments of listening skill	Discussion - Self-learning - Cooperative learning -Individual and group practices	- Oral exams - Homework - Activities and training -Attendance and active participation during the lecture
Ninth	3	First Monthly Exam			Theoretical & Practical
Tenth	3	Learn how to teach speaking skills	How to teach speaking skill	Brainstorming -Power point presentations - Discussion - Examples from the students' real life	- Oral exams - Homework - Activities and training -Attendance and active participation during the lecture
Eleventh	3	Determine speaking skill strategies	Speaking skill strategies	Discussion - Power point Presentations - Using classroom technology - Problem Solving	- Oral exams - Homework - Activities and training -Attendance and active participation

					during the lecture
Twelfth	3	Learn about styles of speaking skill assessment	Styles of assessments of speaking skill	Discussion - Self-learning - Cooperative learning -Individual and group practices	- Oral exams - Homework - Activities and training -Attendance and active participation during the lecture
Thirteenth	3	Learn how to teach reading skills	How to teach reading skill	Brainstorming -Power point presentations - Discussion - Examples from the students' real life	- Oral exams - Homework - Activities and training -Attendance and active participation during the lecture
Fourteenth	3	Determine reading skill strategies	Reading skill strategies	Brainstorming -Power point presentations - Discussion - Examples from the students' real life	- Oral exams - Homework - Activities and training -Attendance and active participation during the lecture
Fifteenth	3	Learn about styles of reading skill assessment	Styles of assessments of reading skill	Discussion - Power point Presentations - Using classroom technology - Problem Solving	- Oral exams - Homework - Activities and training -Attendance and active participation during the lecture
Sixteenth	3	Learn how to teach writing skills	How to teach writing skill	Discussion - Self-learning - Cooperative learning -Individual and group practices	- Oral exams - Homework - Activities and training -Attendance and active participation during the lecture

Seventeenth	**3**	**Determine writing skill strategies**	**Writing skill strategies**	**Brainstorming -Power point presentations - Discussion - Examples from the students' real life**	**- Oral exams - Homework - Activities and training -Attendance and active participation during the lecture**
Eighteenth	**3**	**Learn about styles of writing skill assessment**	**Styles of assessments of writing skill**	**Discussion - Power point Presentations - Using classroom technology - Problem Solving**	**- Oral exams - Homework - Activities and training -Attendance and active participation during the lecture**
Nineteenth	**3**	**Second Monthly Exam**			**Theoretical & Practical**
Twentieth	**Starting Point of Practicum period (17 th Feb. 2024)**				
Twenty-First					
Twenty-Second					
Twenty-Third					
Twenty-Fourth					
Twenty-Fifth	**Ending Point of Practicum period (2nd April 2024)**				
Twenty-Sixth	**3**	**Learn about classroom management**	**Classroom management**	**Brainstorming -Power point presentation - Discussion - Micro-teaching**	**- Oral exams - Homework - Activities and training -Attendance and active participation during the lecture**
Twenty-Seventh	**3**	**Determine the teacher's responsibilities in classroom management**	**Teacher's responsibilities**	**Discussion -Presentations - Micro-teaching Individual and group practices**	**- Oral exams - Homework - Activities and training -Attendance and active participation**

					during the lecture
Twenty-Eight	3	Learn about classroom management techniques	classroom management techniques	Discussion -Presentations - Micro-teaching Individual and group practices	- Oral exams - Homework - Activities and training -Attendance and active participation during the lecture
Twenty-Ninth	3	Learn about filling out the observation form for students	Filling out the observation form for students	Discussion - Self-learning - Cooperative learning -Individual and group practices	- Oral exams - Homework - Activities and training -Attendance and active participation during the lecture
Thirtieth	3	Recognize classroom language	Classroom language	Brainstorming -Power point presentations - Discussion - Examples from the students' real life	- Oral exams - Homework - Activities and training -Attendance and active participation during the lecture

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (30%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 30% of the annual grade.
2. **Final Exam Grade (70%)**: The final grade contributes 70% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:

Scientific evaluation grade (30%), educational evaluation grade (30%), school administration evaluation grade (10%), final grade (70%)

Annual Grade = (0.3 * Yearly Grade) + (0.7 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	- Leslie Opp-Beckman, Shaping The Way We Teach English.

	- Albakri, Shaima and Albahadili, Khansaa Undergraduate Practicum Course
Main references (sources)	- Harmer, J. (1999) The Practice of English Language Teaching . London: Longman. - Scrivener. (2012) Classroom Managemen Techniques. Cambridge: Cambridge University Press.
Recommended books and references (scientific journals, reports…)	Wong, H.K. (2009) The First Days of Sc Mountain View, CA: Harry K. Wong.
Electronic References, Websites	http://repobib.ubiobio.cl/jspui/bitstream/123456789/306/1/Mu%C3%B1oz_Bast%C3%ADas_Elizabeth.pdf

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 17/9/2023

File Completion Date: 17/9/2023

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2023

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2023

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2023
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
First	-----	Reading	2	0

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

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

Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				

Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				

Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Maki Numan	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.

- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.

2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.

- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.

- Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Reading
2. Course Code:
------
3. Semester / Year:
2023-2024
4. Description Preparation Date:
17/9/2023
5. Available Attendance Forms:
Full time (year one)
6. Number of Credit Hours (Total) / Number of Units (Total)
7. Course administrator's name (mention all, if more than one name)
Name: Assist. Instr. Waqid maki numan Email: waqid.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	• ..... • ..... • .....
9. Teaching and Learning Strategies	
Strategy	

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	٤٤2		Answering commenting interview question	Read the te and analyze	Develop reading skill

Second	2٤٤	Checkup homework			
Third	2٤٤		Young wom changing the wo	Read t text a analyze it	Develop reading sk
Fourth	2٤٤	Checkup homework			
Fifth	2٤٤	Month exan			
Sixth	2٤٤		Student learini team	text analyze	Develop reading sk
Seventh	2٤٤	Checkup homework			
Eighth	2٤٤		Learning to spea	Read t text a analyze it	Develop reading sk
Ninth	2٤٤	Checkup homework			
Tenth	2٤٤		The man in t moon h company	Read t text a analyze it	Develop reading sk
Eleventh	2٤٤	Checkup homework			
Twelfth	2٤٤	Exam			
Thirteenth	2٤٤	Culture sho	Culture shock	Read t text a analyze it	Develop reading sk
Fourteenth	2٤٤	Checkup homework			
Fifteenth	2٤٤		Private life	Readthe text a analyze it	Develop speaking skill
Sixteenth	2٤٤	Checkup homework			
Seventeenth	2٤٤		A young bli whiz	Read t text a analyze it	Develop reading sk
Eighteenth	2٤٤	Checkup homework			
Nineteenth	2٤٤	Exam			

Twentieth	٢٠٢٤		How to make a speech		Develop reading sk
Twenty-First	٢٠٢٤	Checkup homework			
venty-Second	٢٠٢٤	Exam			
Twenty-Third	٢٠٢٤		Conversational ball games		Develop reading sk
wenty-Fourth	٢٠٢٤	Checkup homework			
Twenty-Fifth	٢٠٢٤		Letters application	Read t text a analyze it	Develop reading sk
Twenty-Sixth	٢٠٢٤	Checkup homework			
enty-Seventh	٢٠٢٤		Out to lunch	Read t text a analyze it	Develop reading sk
Twenty-Eight	٢٠٢٤		Public attitudes	Read t text a analyze it	
Twenty-Ninth	٢٠٢٤		The art of geniu	Read t text a analyze it	Develop reading sk
Thirtieth	٢٠٢٤	Exam			

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:
Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)
This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Select readings
Main references (sources)	Select readings by linda lee + gundersen
Recommended books and references (scientific journals, reports…)	

Electronic References, Websites	Not available

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: **University of Diyala**

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

Scientific Department: **Department of English**

Academic or Professional Program Name: **English**

Final Certificate Name: **B.A of Education in English**

Academic System: **Annual**

Description Preparation Date: **17/9/2023**

File Completion Date: **17/9/2023**

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: **20/9/2023**

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: **25/9/2023**

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: **1/10/2023**
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Second	-----	Reading	2	0

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

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

Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				

Instr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				

Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.

- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.

2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.

- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.
  - Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Reading
2. Course Code:
–––––
3. Semester / Year:
2023–2024
4. Description Preparation Date:
17/9/2023
5. Available Attendance Forms:
Second Year
6. Number of Credit Hours (Total) / Number of Units (Total)
(60)hr.
7. Course administrator's name (mention all, if more than one name)
Name: Instr. May Tahseen Hameed Email: may.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	• Develop listening and speaking skills • Improving students ability' to communicate effectively in spoken language with a reasonable degree of fluency and accuracy in different social settings and genres Various social meetings • Increase fluency and confidence in speaking and Familiarizing students with the ways native speakers pronounce and enunciate different language units. • Developing students' abilities to assimilate meaning and comprehend

	maximum number of sentences in natural contexts.

9. Teaching and Learning Strategies

Strategy	• Encouraging active listening: Teach students active listening techniques such as maintaining eye contact, asking questions, and paraphrasing to ensure comprehension. • Pair and group discussions: Encourage students to engage in conversations with their peers, actively listening and responding to each other. • Role-playing exercises: Use role-playing to simulate real-life situations and enhance listening skills. • Audio recordings and podcasts: Play audio recordings or podcast that require active listening and comprehension. • Engaging in meaningful conversations: Create opportunities for students to engage in conversations that promote critical thinking and expression of ideas. • Common use of phrases used on a daily basis among native speakers of the language. • Providing linguistic support and correct instructions to students regarding vocabulary, grammar, and adaptation to different accents. • Urging students to participate in direct communication by training students to express their opinion and disagreement with other speakers. • Increase cultural awareness by discussing cultural topics of multiple sources and differences. • Resolving exercises , assignments and small class discussions.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciatio	Unit1 The Youngst behind youTube	Play reading audio + Explanation of spea strategies and the expressions used those readings + Training in spea strategies Explain and s exercises	Tests: Oral and written: daily& monthly

Second	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit2 When to use Female Nouns	Play creading audio + Explanation of spea strategies and the expressions used those readings+ Training in spea strategies Explain solve exercises	Tests: Oral :writt daily mont
Third	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit3 Your Negative Attitude can Hurt your Career	Play audio + Explanation of spea strategies and the expressions used those readings + Training in spea strategies Explain solve exercises	Tests: Oral :writt daily mont
Fourth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 4 The Colo World Synethesia	Play audio + Explanation of spea strategies and the expressions used those reading + Training in spea strategies Explain solve exercises	Tests: Oral written: dai monthly
Fifth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit5 What is creative thinking	Play audio + Explanation of spea strategies and the expressions used those Reading + Training in spea strategies Explain solve exercises	Tests: Oral written: dai monthly
Sixth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit5 What is creative thinking Part2	Play reading audio + Explanation of spea strategies and the expressions used those readings + Training in spea strategies Explain solve exercises	Tests: Oral written: dai monthly
Seventh	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit	Unit6 Listen Up Part1	Play reading audio + Explanation of spea strategies and the expressions used those reading +	Tests: Oral written: dai monthly

		Communicate confidently and effectively in those situations. use basic structures in their oral communication.. Use appropriate vocabulary in any type of conversation improve pronunciation		Training in spea strategies Explain solve exercises	
Eighth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit6 Listen Up Part2	Play reading audio + Explanation of spea strategies and the expressions used those reading + Training in spea strategies Explain solve exercises	Tests: Oral n written: a &mont ly
Ninth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Review Units 1-6	Play readings audio + Explanation of spea strategies and the expressions used those reading + Training in spea strategies Explain solve exercises	Tests: Oral n written: a &mont ly
Tenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 7 Students Won't give up their French fries Part1	Play reading audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests: Oral n written: a &mont ly
Eleventh	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 7 Students Won't give up their French fries t2	Play reading audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests: Oral n written: a &mont ly
Twelfth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation	Unit 8 This is your office Part1	Play reading audio + Explanation of spea strategies and the expressions used those reading + Training in spea strategies Explain solve exercises	Tests: O :and wr t daily & mont l

		improve pronunciation			
Thirteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 8 Why I quit the company Part2	Play reading audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests: Oral and written: daily &monthly
Fourteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit9 East meets West on Risky Cyberhighway Part1	Play audio + Explanation of speal strategies and the expressions used those readings + Training in speal strategies Explain solve exercises	Tests: Oral :and written daily&monthly
Fifteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit9 East meets West on Risky Cyberhighway Part2	Play c audio + Explanation of speal strategies and the expressions used those + Training in speal strategies Explain solve exercises	Tests : Oral and :written daily& monthly
Sixteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 10 Don't Let Stereotype Warp Your Judgment Part 1	Play audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests: Oral and :written daily& monthly
Seventeenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 10 Don't Let Stereotype Warp Your Judgment Part2	Play audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests: Oral and :written daily& monthly
Eighteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit	Unit11 The art of reading Part1	Play \ audio + Explanation of speal strategies and the	Tests : Oral and :written

		Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation		expressions used those reading + Training in spea strategies Explain solve exercises	daily& monthly
Nineteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit11 The art of reading Part2	Play audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Test s :Oral and writt :en daily & mon thly
Twentieth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 12 When E.T calls Part1	Play audio + Explanation of spea strategies and the expressions used those + Training in spea strategies Explain solve exercises	Test s :Oral and writt :en daily & mon thly
Twenty-First	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 12 When E.T calls Part2	Play audio + Explanation of spea strategies and the expressions used those creading + Training in spea strategies Explain solve exercises	Test s :Oral and writt :en daily & mon thly
venty-Second	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit13 ReviewPar	Play audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Test s :Oral and writt :en daily & mon thly
Twenty-Third	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use	Unit1 The Youngsters Part2	Play audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests : Oral and written daily : & monthl y

		appropriate vocabulary in any type of conversation improve pronunciation			
wenty-Fourth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 14 Review Part1	Play audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests : Oral and written daily : & monthl y
Twenty-Fifth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 14 Can you expand on that? Part2	Play audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests : Oral and written daily : & monthl y
Twenty-Sixth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 15 I'll help me get a good job Part 1	Play audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests : Oral and written daily : & monthl y
enty-Seventh	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 15 I'll help me get a good job Part2	Play audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests : Oral and written daily : & monthl y
Twenty-Eight	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 16 I work well under pressure Part1	Play c audio + Explanation of speal strategies and the expressions used those reading + Training in speal strategies Explain solve exercises	Tests : Oral and written daily : & monthl y
Twenty-Ninth	2	Students can actively listen to obtain and understand information and respond appropriately	Unit 16	Play audio +	Tests : Oral and

		to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	I work well under pressure Part2	Explanation of spea strategies and the expressions used those + Training in spea strategies Explain solve exercises	written daily : & monthl y
Thirtieth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations while using key linguistic constructs in oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Review units 7-1	Play audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests : Oral and written daily : & monthl y

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Linda Lee (2009). Select Readings. Cambridge: Cambridge University Press with (CD)
Main references (sources)	
Recommended books and references (scientific journals, reports…)	Developing Reading and speaking k English Pronunciation in use (self-t and classroom)
Electronic References, Websites	• BBC Learning English • ,EngVid English Resource Lab

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: **University of Diyala**

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

Scientific Department: **Department of English**

Academic or Professional Program Name: **English**

Final Certificate Name: **B.A of Education in English**

Academic System: **Annual**

Description Preparation Date: **17/9/2023**

File Completion Date: **17/9/2023**

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: **20/9/2023**

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: **25/9/2023**

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: **1/10/2023**
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.

- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?
None

5. Other external influences

Is there a sponsor for the program?
Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
2nd year		**Short story**	**theoretical**	**practical**
			2	**0**

8. Expected learning outcomes of the program	
Knowledge	**Learning Outcomes**
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.

Skills	Learning Outcomes
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates.

	- Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. **Teaching and Learning Strategies**

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. **Evaluation methods**

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11.Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			44	5
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Falih Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				

Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				

Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.

- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:
1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:
1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:
1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:
1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.
2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:
1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:
1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12.**Acceptance Criterion**

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.
- Holding a certificate of completion of secondary education or its equivalent from other countries.
- Expressing a desire to study in the chosen department.
- Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).

13.**The most important sources of information about the program**

- Teaching staff.
- Curriculum content.
- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14.Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.

- Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.
- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation
- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.
- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.
- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement
- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.
- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.
- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Short Story
2. Course Code:
-----
3. Semester / Year:
2023-2024
4. Description Preparation Date:
١٦/9/2023
5. Available Attendance Forms:
Second year students
6. Number of Credit Hours (Total) / Number of Units (Total)
٦٠
7. Course administrator's name (mention all, if more than one name)
Instr. Wallada Abdul Razzaq Eyada Wallada.en.hum@uodiyala.edu.iq Asst. Inst. Yousif Ali Yousif **yousuf.en.hum.@uodiyala.edu.iq**
8. Course Objectives

Course Objectives	A- The ability of students to understand the short story. B- The ability of students to criticize and analyze the short story. c- The ability of students to know English literature and the most important Eng stories. D- The ability of students to understand literary theories and schools of literature
9. Teaching and Learning Strategies	
Strategy	1. - E-learning method using PowerPoint and video presentation. 2. - Discussion method. 3. - Encourage students to make discussion groups during lectures.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Understanding	Definition of terms	Lecture& performances	Quizzes, papers discussions
Second	2	Understanding	Definition of terms	Lecture& performances	Quizzes, papers discussions
Third	2	Understanding,Analyzing, Criticizing	The Open Window	Lecture& performances	Quizzes, papers discussions
Fourth	2	Understanding,Analyzing, Criticizing	The Open Window	Lecture& performances	Quizzes, papers discussions

Fifth	2	Understanding,Analyzing, Criticizing	The Open Window	Lecture& performances	Quizzes, papers discussions
Sixth	2	Understanding,Analyzing, Criticizing	The Happy Prince	Lecture& performances	Quizzes, papers discussions
Seventh	2	Understanding,Analyzing, Criticizing	The Happy Prince	Lecture& performances	Quizzes, papers discussions
Eighth	2	Understanding,Analyzing, Criticizing	The Happy Prince	Lecture& performances	Quizzes, papers discussions
Ninth	2	Understanding,Analyzing, Criticizing	The Black Cat	Lecture& performances	Quizzes, papers discussions
ıth	2	Understanding,Analyzing, Criticizing	The Black Cat	Lecture& performances	Quizzes, papers discussions
Eleventh	2	Understanding,Analyzing, Criticizing	The Black Cat	Lecture& performances	Quizzes, papers discussions
Twelfth	2	Understanding,Analyzing, Criticizing	A Doll's House	Lecture& performances	Quizzes, papers discussions
Thirteenth	2	Understanding,Analyzing, Criticizing	A Doll's House	Lecture& performances	Quizzes, papers discussions
ourteenth	2	Testing & Evaluation	Monthly exam	Testing & Evaluati	Testing & Evaluat
Fifteenth	2	Understanding,Analyzing, Criticizing	Cat in The Rain	Lecture& performances	Quizzes, papers discussions
Sixteenth	2	Understanding,Analyzing, Criticizing	Cat in The Rain	Lecture& performances	Quizzes, papers discussions
venteenth	2	Understanding,Analyzing, Criticizing	Cat in The Rain	Lecture& performances	Quizzes, papers discussions
ighteenth	2	Testing & Evaluation	Monthly exam	Testing & Evaluati	Testing & Evaluat
Mid-year holiday					
ineteenth	2	Understanding,Analyzing, Criticizing	Old Man and The Se	Lecture& performances	Quizzes, papers discussions
Twentieth	2	Understanding,Analyzing, Criticizing	Old Man and The Se	Lecture& performances	Quizzes, papers discussions
enty-First	2	Understanding,Analyzing, Criticizing	Old Man and The Se	Lecture& performances	Quizzes, papers discussions
Twenty-Second	2	Understanding,Analyzing, Criticizing	Old Man and The Se	Lecture& performances	Quizzes, papers discussions
Twenty-Third	2	Understanding,Analyzing, Criticizing	Old Man and The Se	Lecture& performances	Quizzes, papers discussions
Twenty-Fourth	2	Understanding,Analyzing, Criticizing	Old Man and The Se	Lecture& performances	Quizzes, papers discussions
Twenty-Fifth	2	Understanding,Analyzing, Criticizing	Old Man and The Se	Lecture& performances	Quizzes, papers discussions
Twenty-Sixth	2	Testing & Evaluation	Monthly exam	Testing & Evaluati	Testing & Evaluat
Twenty-Seventh	2	Understanding,Analyzing, Criticizing	Old Man and The Se	Lecture& performances	Quizzes, papers discussions
Twenty-Eight	2	Understanding,Analyzing, Criticizing	Old Man and The Se	Lecture& performances	Quizzes, papers ar discussions
Twenty-Ninth	2	Understanding,Analyzing, Criticizing	Old Man and The Se	Lecture& performances	Quizzes, papers discussions
Thirtieth	2	Testing & Evaluation	Monthly exam	Testing & Evaluati	Testing & Evaluat

11.Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component.

12.Learning and Teaching Resources

Required textbooks (curricular books, if any)	Abdul-Razzak, F. and Al- Muttalibi, A. (1990). A Book of Short Stories. Iraq: University of Baghdad. Hemingway, E. (1952). The Old Man and the Sea. New York.
Main references (sources)	TEXTS
Recommended books and references (scientific journals, reports...)	The Book of Short Stories + The Book of the Old M and the Sea Diyala Journal of Humanities
Electronic References, Websites	١- The happy prince: themes and analysis (https://study.com) chapter 3: lesson 2 2. The open window: the open window summary and analysis of the open window. www.gradesaver.com

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: **University of Diyala**

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

Scientific Department: **Department of English**

Academic or Professional Program Name: **English**

Final Certificate Name: **B.A of Education in English**

Academic System: **Annual**

Description Preparation Date: **17/9/2023**

File Completion Date: **17/9/2023**

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: **20/9/2023**

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: **25/9/2023**

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: **1/10/2023**
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

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

Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				

Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				

Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.

- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.

2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.

- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.
  - Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Translation
2. Course Code:
3. Semester / Year:
2023-2024
4. Description Preparation Date:
17/9/2023
5. Available Attendance Forms:
Full Time (Fourth year students)
6. Number of Credit Hours (Total) / Number of Units (Total)
60
7. Course administrator's name (mention all, if more than one name)
Name: Assist. Prof. Ahmed Adel Nouri / Instr. Immad Ahmed Farhood Email: ahmed.en.hum@uodiyala.edu.iq / emad.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	- Contribute to the practical preparation of English language students, enable them to translate between English and Arabic and vice versa and understand important terms that enable them to benefit from them during the exercise of their specialization. - Identify the different types and strategies of translation, their features and determinants, and train to translate texts in various fields. - Providing students with the information and skills necessary to teach translation and its various types (teaching vocabulary - grammar - pronunciation).

9. Teaching and Learning Strategies

Strategy	- Detailed Explanation of the Material - Asking Questions that needs Analysis to Students - Participating Students in Explaining the Material

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Introducing the basic concepts of translation material	Introductory background	Brainstorming Discussion	- Homework - Attending and participating in the lecture - Answer the questions
Second	2	Knowledge of Terminology Related to Translation	Different Terminologies	- Introducing the Topic - Discussion - Extracting concep	- Homework - Attending and participating in lecture - Answer the questions
Third	2	Understanding Types of Translation	Literary and Free Translation	- Introducing the Topic - Discussion - Extracting concepts	- Homework - Attending and participating in lecture - Answer the questions
Fourth	2	Understanding Types of Translation	Literary and Free Translation	- Introducing the Topic - Discussion - Extracting conce	- Homework - Attending and participating in the lecture - Answer the questions
Fifth	2	Identifying the styles of Translation and limiting them and classifying them inti	Styles and Components	- Introducing the Topic - Discussion - Extracting conce	- Homework - Attending and participating in the lecture - Answer the questions

		General and Special			
Sixth	First month exam				
Seventh	2	Identifying Strategies of Translation	Factors Affecting these Strategies	- Introducing the Topic - Discussion - Extracting conce	- Homework - Attending and participating in the lecture - Answer the questions
Eighth	2	How to Use Dictionaries	Finding the word for translation	- Introducing the Topic - Discussion - Extracting conce	- Homework - Attending and participating in the lecture - Answer the questions
Ninth	Second month exam				
Tenth	Mid-term Holiday				
Eleventh					
Twelfth	2	Types of Dictionaries	General and Specialized Dictionaries	- Introducing the Topic - Discussion - Extracting conce	- Homework - Attending and participating in the lecture - Answer the questions
Thirteenth	2	Transliteration and Translation Differences	What is Transliteration?	- Introducing the Topic - Discussion - Extracting conce	- Homework - Attending and participating in the lecture - Answer the questions
Fourteenth	2	Transliteration of Islamic Terms	Methods of Transliterating	- Introducing the Topic - Discussion - Extracting conce	- Homework - Attending and participating in the lecture - Answer the questions
Fifteenth	2	Translation of Idioms	Different Idioms	- Introducing the Topic - Discussion - Extracting conce	- Homework - Attending and participating in the lecture - Answer the questions

Sixteenth	2	Practicing Translation	Different Types of Texts	- Introducing the Topic - Discussion - Extracting conce	- Homework - Attending and participating in the lecture - Answer the questions
Seventeenth	Student's Application Time				
Eighteenth					
Nineteenth					
Twentieth					
Twenty-First					
venty-Second	2	Translation of Proverbs	Colloquial Proverbs	- Introducing the Topic - Discussion - Extracting conce	- Homework - Attending and participating in the lecture - Answer the questions
Twenty-Third	2	Translation Proverbs	Colloquial Proverbs	- Introducing the Topic - Discussion - Extracting conce	- Homework - Attending and participating in the lecture - Answer the questions
Twenty-Fourth	first month exam				
Twenty-Fifth	2	Practical Translation	Different Scientific Text and General Texts	- Introducing the Topic - Discussion - Extracting conce	- Homework - Attending and participating in the lecture - Answer the questions
Twenty-Sixth	2	Practical Translation	Different Scientific Text and General Texts	- Introducing the Topic - Discussion - Extracting conce	- Homework - Attending and participating in the lecture - Answer the questions
enty-Seventh	2	Knowing Understanding Transliteration Solutions	Knowing Symbols and Letters for Transliteration	- Introducing the Topic - Discussion - Extracting conce	- Homework - Attending and participating in the lecture - Answer the questions

Twenty-Eight	2	Knowing Understanding Transliteration Solutions	Knowing Symbols and Letters for Transliteration	- Introducing the Topic - Discussion - Extracting conce	- Homework - Attending and participating in the lecture - Answer the questions
Twenty-Ninth	Second Month Exam				
Thirtieth	2	Material Review	Material Review	- Introducing the Topic - Discussion - Extracting conce	- Homework - Attending and participating in the lecture - Answer the questions

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Optional
Main references (sources)	The Translation Manual
Recommended books and references (scientific journals, reports…)	- Problems of Translation - Art of Translation - Practicing Translation / University of Mosul Textbook
Electronic References, Websites	www.translationdirectory.com

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

Academic Program and Course Description Guide

2024

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: **University of Diyala**

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

Scientific Department: **Department of English**

Academic or Professional Program Name: **English**

Final Certificate Name: **B.A of Education in English**

Academic System: **Annual**

Description Preparation Date: **17/9/2023**

File Completion Date: **17/9/2023**

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: **20/9/2023**

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: **25/9/2023**

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: **1/10/2023**
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2023-2024		Academic writing	theoretical	practical
			1	1

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

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

Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				

Instr.. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				

Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.

- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.

2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.

- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.
  - Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Academic writing
2. Course Code:
3. Semester / Year:
2023-2024
4. Description Preparation Date:
17/9/2023
5. Available Attendance Forms:
Full attendance
6. Number of Credit Hours (Total) / Number of Units (Total)
60
7. Course administrator's name (mention all, if more than one name)
Name: Prof.Dr. Ayad Hameed Mahmood/ Assist. Instr. Abeer Hadi Mukheef Email: ayadhameed70@gmil.com / abber.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**1.Teaching students the theoretical bases of academic writing.** **2. Developing students' writing skills and expression power.** **3. Developing students' sociolinguistic knowledge to make more competent in wr ting.**

9. Teaching and Learning Strategies	
Strategy	1. Explanation & discussion. 2. Group working 3. Problem solving

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	E valua r etho
First	2		Paragraph format	Group	

		Concept of paragraph		working	
Second	2	Paragraph structure	Paragraph format	Group working	
Third	2	Punctuation	Paragraph format		
Fourth	2	Sentence structure	Paragraph format		
Fifth	2	Organization	Paragraph format	Group working	
Sixth	2	Practice	Paragraph format	Group worki	
Seventh	2	Narrative paragraph	Narration	Explanation discussion	
Eighth	2	Narrative paragraph	Time order	Explanation discussion	
Ninth	2	Narrative paragraph	Sentence structure	Group worki	
Tenth	2	Narrative paragraph	punctuation	Group worki	
Eleventh	2	Narrative paragraph	Writing proce	Group worki	
Twelfth	2	Paragraph structure	Paragraph pa	Problem solving	
Thirteenth	2	Paragraph structure	Punctuation	Problem solving	
Fourteenth	2	Paragraph structure	Writing proce	Problem solving	
Fifteenth	2	Paragraph structure	Practice	Problem solving	
Sixteenth	2	Descriptive paragraph	Concept description	Explanation discussion.	
Seventeenth	2	Descriptive paragraph	Topic sentence	Explanation discussion.	
Eighteenth	2	Descriptive paragraph	Unity	Explanation discussion.	
Nineteenth	2	Descriptive paragraph	Sentence structure	Explanation discussion.	
Twentieth	2	Descriptive paragraph	Conjunctions	Problem solving	
Twenty-First	2	Descriptive paragraph	Sentence openings	Problem solving	

venty-Second	2	Descriptive paragraph	Practice	Problem solving	
Twenty-Third	2	Descriptive paragraph	Clustering	Problem solving	
wenty-Fourth	2	Logical Divisio of ideas	Paragraph organization	Explanation discussion	
Twenty-Fifth	2	Logical Divisi of ideas	Dividing ideas	Explanation discussion	
Twenty-Sixth	2	Logical Divisi of ideas	Coherence	Explanation discussion	
enty-Seventh	2	Logical Divisi of ideas	Practice	Explanation discussion	
Twenty-Eight	2	Logical Divisi of ideas	Transition	Explanation discussion	
Twenty-Ninth	2	Logical Divisi of ideas	Sentence structure	Explanation discussion	
Thirtieth	2	Logical Divisi of ideas	Punctuation	Explanation discussion	

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily an mor exams, preparation, daily participation, and reports. Each of these activities contributes to a tot 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earne each component. For example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student s ov annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Introduction to Academic Writing By Alice Oshima & Ann Hougue
Main references (sources)	Writing Composition By Frank Chaplen
Recommended books and references (scientific journals, reports…)	ELT Journal
Electronic References, Websites	Google Classroom

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Academic Program Description Form

University Name: **University of Diyala**

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

Scientific Department: **Department of English**

Academic or Professional Program Name: **English**

Final Certificate Name: **B.A of Education in English**

Academic System: **Annual**

Description Preparation Date: **17/9/2023**

File Completion Date: **17/9/2023**

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: **20/9/2023**

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: **25/9/2023**

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: **1/10/2023**
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean

1. Program Vision

The English Department at the College of Education for Human Sciences / University of Diyala aspires to leadership in teaching and scientific research in English language and its literature locally, regionally, and globally. It seeks to provide integrated high-quality education and distinguished educational programs with modern teaching methods and educational tools. Additionally, the department aims to attract distinguished teaching staff with experience and academic excellence.

2. Program Mission

1. Leadership in delivering academic programs in the field of English language distinguished by research and creativity for community development.
2. Graduating qualified personnel in the field of English language and translating the visions and ideas of non-Arabic-speaking countries to facilitate dialogue and communication between peoples. This is only achieved by applying quality standards in providing good information to English language students.
3. Enhancing the intellectual, cultural, and educational level of the student through developing their linguistic, intellectual, and research skills to meet the requirements of the labor market and produce outstanding graduates to serve the community and enhance the country's reality, preparing researchers capable of keeping pace with scientific progress through scientific research and community service.

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.
- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----
Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.

2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing.

	These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

- Providing students with the fundamentals and topics related to knowledge and systems outlined in A.
- Clarifying and explaining course materials by the teaching staff using various classroom techniques to capture students' attention.
- Refining students' self-knowledge by emphasizing the completion of homework assignments related to the study materials.
- Encouraging students to engage in self-learning and exploration of knowledge by visiting libraries and online platforms to acquire additional knowledge related to their subjects.
- Enhancing students' critical and creative thinking skills through involvement in additional educational courses related to their academic subjects.

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

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

Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				

Mr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				

Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.

- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
2. Goal Setting: Establishing individual and institutional development goals based on the identified needs.

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.
3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.

2. Promotions and Academic Advancements: Supporting faculty members in obtaining academic promotions and advancing their professional careers.

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.
2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

1. Academic Consultation Support: Providing support and guidance to faculty members in identifying their academic and professional goals and developing plans to achieve them.
2. Assistance in Research Development: Offering support and guidance to faculty members in developing innovative research programs and publishing results in prestigious scientific journals.

12. Acceptance Criterion

Requirements for enrolling in the undergraduate degree program (Bachelor's in English):

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.

- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.
- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.

- Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.

- Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.

- Third Stage: Plan Implementation

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.

- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.

- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.

- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.

- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

Program Skills Outline															
				Required program Learning outcomes											
Year/Level	Course Code	Course Name	Basic or optional	Knowledge				Skills				Ethics			
				A1	A2	A3	A4	B1	B2	B3	B4	C1	C2	C3	C4
First		Grammar	Basic	*			*	*	*			*			*
		Phonetics	Basic	*			*	*		*	*	*		*	*
Second		Reading & Writing	Basic		*	*		*	*		*	*		*	*
		Poetry	Basic		*	*		*		*		*	*	*	
Third		Novel	Basic	*		*			*	*			*	*	
		Methodology	Basic		*		*	*	*		*	*		*	
Fourth		Linguistics	Basic	*	*	*				*	*	*	*	*	
		Assessment	Basic		*		*	*	*			*	*		

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

Course Description Form

1. Course Name:
Academic Writing
2. Course Code:
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3. Semester / Year:
2023-2024
4. Description Preparation Date:
21/3/2024
5. Available Attendance Forms:
full attendance/ Third stage student
6. Number of Credit Hours (Total) / Number of Units (Total)
60
7. Course administrator's name (mention all, if more than one name)
Name: Assist. Instr. Elaf Saad Bustan / Assist. Instr. Abeer Hadi Mukheef Email: Elaf.en.hum@uodiyala.edu.iq / abeer.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	- Introducing students to the prescribed writ methods at this sta - Empowering students to enhance their knowle of writing issues related to the prescri vocabulary. - Students become familiar with the core acade writing concepts specified at this sta - Students are able to apply writing rules to vocabulary they are learning.....

9. Teaching and Learning Strategies	
Strategy	Cognitive Objectives - Enable students to distinguish between what is true and acceptable in language and what is untrue and unacceptable. - Enable students to use writing rules correctly. - Introduce students to how to use academic writing rules in English langua B. Special Skills Objectives of the Course - Develop students' ability to distinguish between different writing requirements. - Develop students' writing skills.

	- Develop students' ability to write in English language correctly. - Develop students' ability to participate effectively inside the classroom. Teaching and Learning Methods Face-to-face lectures

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Explanation to the student on how to write the introduction of the research and what are the most important steps needed to ensure it in the research introduction.	Background Reading	Presence	Practical exam
Second	2	Teaching the student what is meant by plagiarism what are the allowable percentages for a student w working on a research paper or thesis, which must n exceeded.	Avoiding Plagiarism	Presence	Presentation of a data show and explanation of how to measure absorption and what are the visible colors
Third	2	The research plan and how to write it are the i important chapters and side topics that should als addressed.	Planning	Presence	Practical exam
Fourth	2	What is meant by it and how to use it when writing scientific research.	Note Making	Presence	Theoretical exam
Fifth	2	What is paraphrasing, as well as summarizing and explaining the difference between them, and also how to apply them to scientific research.	Paraphrasing and Summariz	Presence	Theoretical exam
Sixth	2	The sources and the most important types of sources used and the global research system followed in their writing.	References	Blended Learni	Practical and Theoreti
Seventh	2	How to integrate sources and extract useful information from them, thus defining the paragraph, what are its parts or contents that must be included to have a high-quality writing.	Combing sour and organizing paragraph	Presence	Practical exam
Eighth	2	The research introduction: how to include it in scientific research and how to extract the desired results.	Introduction And conclusio	Presence	Practical exam
Ninth	2	The student understood how to argue and discuss the given results.	Argument Discussion	Presence	Practical exam
Tenth	2	What does cohesion mean and how can it be incorpor into practical research to give us a compreher scientific research?	Cause Cohesion	Presence	Practical exam

Eleventh	2	Explanation to the student on how to compare the results and also to clarify the difference between one result and another.	Comparsion and Diff	Lecturing and Discussion	Practical exam
Twelfth	2	The illustrative examples and how to generalize them in writing.	Example generalization	Lecturing and Discussion	Practical exam
irteenth	2	What are the research problems that the researcher seeks to solve? It is natural and known that the goal of scientific research is to solve a social or scientific problem.	Numbers Problems	Lecturing and Discussion	Practical exam
urteenth	2	Explanation to the student of what is meant by research form and research vision.	Style and Visu	Lecturing and Discussion	Practical exam
Fifteenth	2	A statement for the student on how to work within a group and the benefits of collaborative work.	Working in Groups	Lecturing and Discussion	Practical exam
ixteenth	2	==========	Test		
venteent h	2	What are the benefits of derivations in scientific research and how can researchers use them to avoid repeating information, reduce boredom, and always provide new information and synonyms to attract the reader's attention.	Abbreviations Vocabulary	Lecturing Discussion	Conducting test
ghteenth	2	Types of articles and how to write them.	Articles Caustion	Lecturing and Discussion	Conducting Test
neteenth	2	Linking tools, nouns, verbs, and how to use them to link a paragraph or sentence	Conjunction Nouns and Verbs	Lecturing Discussion	Conducting exam
ventieth	2	The initial, middle, and final additions	Pre , infix, Suff	Lecturing Discussion	Conducting Test
Twenty-First	2	An explanation for the student of punctuation and its role in writing research, as well as distinguishing between long and short sentences in scientific research writing.	Punctuation Sin	Lecturing Discussion	Conducting Test
Twenty-Second	2	Introducing the student to the most important synonyms and terms used that are relevant to the written content of the research.	Synonymy Time word	Lecturing and Discussion	Conducting Test
Twenty-Third	2	Teaching the student the active and passive voice in its use in scientific research	Passive verbs ref	Lecturing Discussion	Conducting test
Twenty-Fourth	2	The tenses and what each part includes in scientific research to write in a suitable chronological sequence.	Verb tenses	Lecturing Discussion	Conducting test
Twenty-Fifth	2	A statement to the student on how to write an official letter and the steps needed.	Formal letters	Lecturing Discussion	Conducting test
Twenty-Sixth	2	Test	-------		
Twenty-Seventh	2	The report and what is meant by it	Reports Reporting	Lecturing Discussion	Conducting test

Twenty-Eight	2	A statement to the student on how to write an extended essay and what are the contents that should be included in it	Longer Essay	Lecturing Discussion	Conducting test
Twenty-Ninth	2	Test	--------		
Thirtieth	2	Test	--------		

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example:

Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)

This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Academic Writing: A Handbook International by Stephen Bailey
Main references (sources)	English Grammar in Use : Supplement exercises by Hashemi & Murphy
Recommended books and references (scientific journals, reports…)	University English Grammar by Quirk
Electronic References, Websites	Grammar of English, by Could Bro (Online)