

**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:

File Completion Date:

Signature: 

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date:

Signature: 

Scientific Associate Name:

Dr. Ghazwan Adnan

Mohammed

Date:

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date:

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.

First stage

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
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

<p>English language.</p>	<ul style="list-style-type: none"> - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. <p>4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills Learning Outcomes	
<ul style="list-style-type: none"> - 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. 	<p>1. **writing correct sentences skills: **</p> <ul style="list-style-type: none"> - 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. <p>2. **speaking and listening skills: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, 	<p>1. **reading skills: **</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply

<p>guiding them through mechanical reading, reading techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> – 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. 	<p>and effectively.</p> <ul style="list-style-type: none"> – Learning advanced reading strategies such as text analysis, content prediction, and inference. – Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> – 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. <p>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.</p>
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Ethics	Learning Outcomes
<ul style="list-style-type: none"> – The student should describe the importance of learning the English language. – The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> – 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> – Engaging actively in activities that reflect social interaction and collaboration with classmates. – Enhancing communication skills and fostering positive social relationships within the classroom. <p>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</p>

	community and collaboration within their academic environment.
<ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. Promoting Discipline and Quietness in the Classroom: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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			<u>44</u>	<u>5</u>
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	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - 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
4 - 1 2023/12/5 11/17	12	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
6-5 12/19-12	6	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
8 -7 12/26-19	6	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
9 2023/1/2	3	Knowledge and Understanding reported speech	Reported speech (Units 47-48)	Brainstorming Discussion	Doing homework Attending and participating in the lecture answering the questi
10 1/9	3	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
11 1/16	3	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
13- 12 1/30- 1/23	6	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
14 2024/2/17	3	Knowledge and Understanding	Articles (Units 69-78)	Providing fundamentals Encouraging students to participate	Doing homework Attending and participating in the lecture answering the questi
15 2024/2/17	Mid-year Holiday				
17- 16 2/27 -2/20	6	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
19-18	6	Knowledge and	Adjectives and	Introducing the top	Doing homework

3/13—3/6		Understanding adjective and adverbs	Adverbs (94-97)	- Discussion - Extracting concepts	Attending and participating in the lecture answering the questions
20 3/20	3	Knowledge and Understanding word order	Word order (Units 105-106)	Introducing the topic - Discussion - Extracting concepts	Doing homework Attending and participating in the lecture answering the questions
21- 25 4/10—3/27	9	Knowledge and Understanding prepositions	Prepositions (Units 114-129)	Introducing the topic - Discussion - Extracting concepts	Doing homework Attending and participating in the lecture answering the questions
26- 27 5/2—4/17	6	Knowledge and Understanding phrasal verbs	Phrasal verbs (Unit 130)	Introducing the topic - Discussion - Extracting concepts	Doing homework Attending and participating in the lecture answering the questions
29	3	Knowledge Understanding English grammar	All above topics	Introducing the topic - Discussion - Extracting concepts	Doing homework Attending and participating in the lecture answering the questions
30 2024/5/11			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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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

1. Program Description

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

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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.</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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

	<p>these literary figures and thinkers.</p> <p>4. Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
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Skills	Learning Outcomes
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<ul style="list-style-type: none"> - 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. 	<p>1. writing correct sentences skills:</p> <ul style="list-style-type: none"> - 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. <p>2. speaking and listening skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, guiding them through 	<p>1. reading skills:</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply and effectively.

<p>mechanical reading, reading techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> - 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. 	<ul style="list-style-type: none"> - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
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Ethics	Learning Outcomes
<ul style="list-style-type: none"> - The student should describe the importance of learning the English language. - The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> - 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. <p>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.</p>

<ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. Promoting Discipline and Quietness in the Classroom: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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.
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3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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				
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Assist. Prof. ShawqiKhudair Ismail	English	Linguistics				

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Assist. Prof. Zeena SalimHammoudi	English	Drama				
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Instr. Wallada Abdul RazzaqAyadah	English	Novel				
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Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. ShurooqTalibJafar	English	Methodology				
Assist. Instr. HalaQahtanDawood	English	Linguistics				
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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.

6. 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).

7. 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.

8. 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	<p>1.Improve the skills of speaking and Listening of students by making a conversat among students which depends on the topics of the textbook.</p> <p>2.Ask the students to make conversations which should be selected from different topics to improve their English Vocabulary.</p> <p>3.Checking their homework which have given to them</p>
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 conversatio	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 public transport ask for travel 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 topic Attendance
Fifth	2	Emergency	You should go to the police	Speak without repeating unnecessary words and understand information about personal details	Oral tests and attendance
Sixth	2	Monthly exam			
Seventh	2	Health	Have you	Understand	Make a Mak

			got a headache?	medicine instructions and give advice	discussions among the students about topic Attendance
Eighth	2	Holiday accommodation	How about a Hostel ?	Ask about different kinds of accommodation	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 topic Attendance
Tenth	2	Ask the student to make a dialogues depending on the previous topics	Writing dialogues and present it in the classroom	Presentation of dialogues in the classroom	Discussions and attendance
Eleventh	2	Travelling abroad	When are you Flying?	Understand information about travel and tourism	Discussions and attendance
Twelfth	2	A new story	The weather is changing	Understand a news story talk about change	Discussions and attendance
Thirteenth	2	Monthly exam			
Fourteenth	2	One week holiday			
Fifteenth	2	Hosting overseas visitors	I have our Schedule	Understand people's names and roles	Discussions and attendance

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

			speaking to the students		
Twenty-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
Twenty-Eighth	2	Monthly exam			
Twenty-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:

- 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.
- 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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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
Main references (sources)	Real Listening and Speaking with answers by Sally Logan and Craig Thaine
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
First	---	Introduction to English Literature	2	1

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English

<p>teaching and assessing the English language.</p>	<p>language and world literature.</p> <ul style="list-style-type: none"> - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. <p>4. Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills Learning Outcomes	
<ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. writing correct sentences skills: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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. <p>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.</p>
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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.

6. 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).

7. 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.

8. 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	<ul style="list-style-type: none"> - 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 according to the prescribed curriculum.
9. Teaching and Learning Strategies	
Strategy	<ol style="list-style-type: none"> 1. Reading literary texts (poetry or prose). 2. Analyzing these texts using literary tools (poetic or prose). 3. Conducting daily and periodic exams to assess the understanding of the subject matter.

10. Course Structure				
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method
First	3	Definition of poetry and analysis	What is it about ?	Discussion
Second	3	Definition of poetry and analysis	What is it about ?	Discussion
Third	3	Definition of poetry and analysis	What is it about ?	Discussion
Fourth	3	Definition of poetic devices and their use	How it is done	Discussion
Fifth	3	Definition of poetic devices and their use	How it is done	Discussion
Sixth	3	Definition of poetic devices and their use	How it is done	Discussion
Seventh	3	Monthly Exam	Monthly Exam	Monthly Exam
Eighth	3	Definition of types of poetry; A study of selected poems	Types Descriptive	Discussion
Ninth	3	Definition of types of poetry; A study of selected poems	Reflective	Discussion
Tenth	3	Definition of types of poetry; A study of selected poems	Narrative	Discussion
Eleventh	3	Definition of types of poetry; A study of selected poems	The Lyric	Discussion
Twelfth	3	Definition of types of poetry; A study of selected poems	The Sonnet	Discussion
Thirteenth	3	Monthly Exam	Monthly Exam	Monthly Exam
Fourteenth	3	A follow up of what has been studied	Literary Appreciation	Discussion

		Previous chapter		
Fifteenth	3	A follow up of what has been studied Previous chapter	Literary Appreciation	Discussion
Sixteenth	3	Definition of prose 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 prose by Diary Dorothy Wordsworth	Description	Discussion
Twentieth	3	Definition descriptive prose and sample of The Garden party Katherine Mansfield	Description	Discussion
Twenty-First	3	Definition prosaic devices	How it is done	Discussion
Twenty-Second	3		How it is done	Discussion
Twenty-Third	3	Monthly Exam	Monthly Exam	Monthly Exam
Twenty-Fourth	3	Definition argumentative prose and sample of psychology and education Frieda Fordham	Argument	Discussion
Twenty-Fifth	3	Definition argumentative prose and sample of Abinger Harvest by E M Froster	Argument	Discussion
Twenty-Sixth	3	Definition prosaic devices this type		Discussion
Twenty-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 what 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 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 component. For example:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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)	Poetry and Prose overseas students
Main references (sources)	Wuthering Heights by Emily Modern Education and Eliot
Recommended books and references (scientific journals, reports...)	How to Begin Literature, Third Marsh
Electronic References, Websites	BBC Learning English British Council

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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.</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

	<p>4. Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills	Learning Outcomes
<ul style="list-style-type: none"> - 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. 	<p>1. writing correct sentences skills:</p> <ul style="list-style-type: none"> - 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. <p>2. speaking and listening skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, guiding them through mechanical reading, reading 	<p>1. reading skills:</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis,

<p>techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> – 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. 	<p>content prediction, and inference.</p> <ul style="list-style-type: none"> – Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> – 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. <p>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.</p>
Ethics Learning Outcomes	
<ul style="list-style-type: none"> – The student should describe the importance of learning the English language. – The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> – 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> – Engaging actively in activities that reflect social interaction and collaboration with classmates. – Enhancing communication skills and fostering positive social relationships within the classroom. <p>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.</p>
<ul style="list-style-type: none"> – The student should 	<p>1. Promoting Discipline and Quietness in the Classroom:</p>

<p>encourage their classmates to maintain quietness in the classroom.</p> <ul style="list-style-type: none"> - The student should appreciate the contributions of scholars and theorists in the development of the language. 	<ul style="list-style-type: none"> - 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. <p>2. **Appreciating the Contributions of Scholars and Thinkers: **</p> <ul style="list-style-type: none"> - 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.
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3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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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- 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.

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promotions and advancing their professional careers.

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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.

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 - 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.
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 - Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.
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		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	<ul style="list-style-type: none"> The pronunciation course is extremely important for EFL students as it helps them pronounce English words and understand the pronunciation of new words by utilizing symbols that represent English sounds. It involves explaining the significance of listening and speaking skills, utilizing 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	<p>After studying the book titled Better English Pronunciation by J.D. O'Connor, the first-year students of the College of Arts at the University of Al-Mustansyriah should be able to:</p> <ul style="list-style-type: none"> Draw the figures of the speech organs and their respective parts accurately and without errors. This is assessed through tests conducted during the course of study. Define phonemes, consonants, and vowels. This knowledge is evaluated through transcriptions given to them during exams. Pronounce English words correctly and without mistakes. This ability is measured through an oral test 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 h	Introduction for the pronunciation course	Speaking vs written phoneme	Explanation the whiteboard PowerPoint presentation	Classroom questions
Second	3 h	Differentiate between vowels and consonants and transcribe English words	Consonants & vowels	Explanation the whiteboard PowerPoint presentation	Classroom questions
Third	3 h	Student should draw a diagram of speech organs and describe the vocal cords	Speech organs & vocal cords	Explanation the whiteboard PowerPoint presentation	Classroom questions
Fourth	3 h	They should be able to describe the palate, the tongue, lips and teeth with the importance of each one as a speech organ	The palate, tongue, lips	Explanation the whiteboard PowerPoint presentation	Classroom questions
Fifth	3 h	They should describe the English friction consonant /f/, /v/, /θ/, /ð/	The consonants /v/, /θ/, /ð/	Explanation the whiteboard PowerPoint presentation	Classroom questions
Sixth	3 h	They should describe the English friction consonant /s/, /z/, /ʃ/, /ʒ/, /h/	The consonants, /z/, /ʃ/, /ʒ/	Explanation the whiteboard PowerPoint presentation	Classroom questions
Seventh	3 h	They should describe the English stop consonant /p/, /b/, /t/, /d/	The consonants, /b/, /t/, /d/	Explanation the whiteboard PowerPoint presentation	Classroom questions
Eighth	3 h	They should describe the English consonant /k/, /g/, /tʃ/, /dʒ/	consonant /k/, /g/, /tʃ/, /dʒ/	Explanation the whiteboard PowerPoint presentation	Classroom questions
Ninth	3 h	They should describe the English nasal and lateral consonant /m/, /n/, /ŋ/	consonant, /n/, /ŋ/, /l/	Explanation the whiteboard PowerPoint presentation	Classroom questions
Tenth	3 h	They should describe the English gliding consonants /w/, /j/, /r/	consonants w/, /j/, /r/	Explanation the whiteboard PowerPoint presentation	Classroom questions
Eleventh	3 h	They should recognize and understand the initial consonant sequence	Initial consonant sequence	Explanation the whiteboard PowerPoint presentation	Classroom questions
Twelfth	3 h	They should recognize and understand the medial and final consonant sequence	Medial & final consonant sequence	Explanation the whiteboard PowerPoint presentation	Classroom questions
Thirteenth	3 h	They should recognize and understand the consonant sequence in longer utterances	the consonant sequence phrases	Explanation the whiteboard PowerPoint presentation	Classroom questions
Fourteenth	3 h	They should describe, recognize,	English	Explanation	Classroom

		pronounce English vowels and transcribe words with vowel sound	vowels1	the whiteboard PowerPoint presentation		ques
Fifteenth	3 h	They should describe ,recognize, pronounce English vowels and transcribe words with vowel sound	English vowels2	Explanation the whiteboard PowerPoint presentation		Crat and ques
Sixteenth	3 h	They should describe ,recognize, pronounce English vowels and transcribe words with vowel sound	English vowels3	Explanation the whiteboard PowerPoint presentation		Crat and ques
eventeenth	3 h	They should describe ,recognize, pronounce English vowels and transcribe words with vowel sound	English vowels4	Explanation the whiteboard PowerPoint presentation		Crat and ques
Eighteenth	3 h	They should recognize stressed and unstressed words and transcribe strong and weak forms of English words	Words company	Explanation the whiteboard PowerPoint presentation		Crat and ques
Nineteenth	3 h	They should define intonation and recognize the types of intonation utterances	intonation	Explanation the whiteboard PowerPoint presentation		Crat and ques
Twentieth	3 h	They should define intonation and recognize the types of intonation utterances	intonation	Explanation the whiteboard PowerPoint presentation		Crat and ques
Twenty-First	3 h	They should be able to transcribe words , phrases and sentences with correct pronunciation	exercises	Explanation the whiteboard PowerPoint presentation		Crat and ques
Twenty-Second	3 h	Practice listening and pronouncing words	Listening pronunciation of consonants	Using laboratory and recording		Crat qu
Twenty-Third	3 h	Practice listening and pronouncing words	Listening pronunciation of vowels	Using laboratory and recording		Crat qu
Twenty-Fourth	3 h	Practice listening and pronouncing words	Listening pronunciation of consonants	Using laboratory and recording		Crat qu
Twenty-Fifth	3 h	Practice listening and pronouncing words	Listening pronunciation of vowels	Using laboratory and recording		Crat qu
Twenty-Sixth	3 h	Practice listening and pronouncing phrases	Listening pronunciation of words and consonants	Using laboratory and recording		Crat qu
Twenty-Seventh	3 h	Practice listening and pronouncing sentences	Listening pronunciation of words and vowels	Using laboratory and recording		Crat qu
Twenty-Eighth	3 h	Practice listening and pronouncing words	Listening pronunciation of phrases and stress weak forms	Using laboratory and recording		Crat qu
Twenty-Ninth	3 h	Practice listening and pronouncing words	Listening pronunciation of sentences with types of intonation	Using laboratory and recording		Crat qu

Thirtieth	3 h	Practice listening and pronouncing words	Review		
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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 on each component. For example:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	J. D. O'Connor, Better English Pronunciation Cambridge University Press, UK. 1989
Main references (sources)	John Roach, English Phonetics and Phonology Cambridge University Press, UK. 2009
Recommended books and references (scientific journals, reports...)	Research and scientific journals in linguistics.
Electronic References, Websites	Research and scientific journals in specializations.

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
First	-----	Reading	2	0

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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.</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

	<p>4. Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills Learning Outcomes	
<ul style="list-style-type: none"> - 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. 	<p>1. writing correct sentences skills: **</p> <ul style="list-style-type: none"> - 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. <p>2. speaking and listening skills: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, guiding them through mechanical reading, reading 	<p>1. reading skills: **</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis,

<p>techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> – 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. 	<p>content prediction, and inference.</p> <ul style="list-style-type: none"> – Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> – 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. <p>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.</p>
Ethics Learning Outcomes	
<ul style="list-style-type: none"> – The student should describe the importance of learning the English language. – The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> – 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> – Engaging actively in activities that reflect social interaction and collaboration with classmates. – Enhancing communication skills and fostering positive social relationships within the classroom. <p>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.</p>
<ul style="list-style-type: none"> – The student should 	<p>1. Promoting Discipline and Quietness in the Classroom:</p>

<p>encourage their classmates to maintain quietness in the classroom.</p> <ul style="list-style-type: none"> - The student should appreciate the contributions of scholars and theorists in the development of the language. 	<ul style="list-style-type: none"> - 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. <p>2. **Appreciating the Contributions of Scholars and Thinkers: **</p> <ul style="list-style-type: none"> - 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.
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3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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.

6. 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).

7. 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.

8. 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			<ul style="list-style-type: none"> • • • 		
9. Teaching and Learning Strategies					
Strategy					
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2		Answering commenting interview question	Read the text and analyze it	Develop reading skill

Second	2	Checkup homework			
Third	2		Young woman changing word	Read the text and analyze	Develop reading skill
Fourth	2	Checkup homework			
Fifth	2	Month exam			
Sixth	2		Student learning team	text analyze	Develop reading skill
Seventh	2	Checkup homework			
Eighth	2		Learning speak	Read the text and analyze	Develop reading skill
Ninth	2	Checkup homework			
Tenth	2		The man in the moon company	Read the text and analyze	Develop reading skill
Eleventh	2	Checkup homework			
Twelfth	2	Exam			
Thirteenth	2	Culture shock	Culture shock	Read the text and analyze	Develop reading skill
Fourteenth	2	Checkup homework			
Fifteenth	2		Private life	Read the text and analyze	Develop speaking skill
Sixteenth	2	Checkup homework			
Seventeenth	2		A young blizzard	Read the text and analyze	Develop reading skill
Eighteenth	2	Checkup homework			
Nineteenth	2	Exam			
Twentieth	2		How to make speech		Develop reading skill

Twenty-First	2	Checkup homework			
Twenty-Second	2	Exam			
Twenty-Third	2		Conversational ball games		Develop reading skill
Twenty-Fourth	2	Checkup homework			
Twenty-Fifth	2		Letters application	Read the text and analyze	Develop reading skill
Twenty-Sixth	2	Checkup homework			
Twenty-Seventh	2		Out to lunch	Read the text and analyze	Develop reading skill
Twenty-Eighth	2		Public attitude	Read the text and analyze	
Twenty-Ninth	2		The art of genre	Read the text and analyze	Develop reading skill
Thirtieth	2	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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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

Second stage

1. Program Description

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

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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.</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

	<p>4. Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills	Learning Outcomes
<ul style="list-style-type: none"> - 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. 	<p>1. writing correct sentences skills:</p> <ul style="list-style-type: none"> - 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. <p>2. speaking and listening skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, guiding them through mechanical reading, reading 	<p>1. reading skills:</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis,

<p>techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> - 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. 	<p>content prediction, and inference.</p> <ul style="list-style-type: none"> - Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Ethics Learning Outcomes	
<ul style="list-style-type: none"> - The student should describe the importance of learning the English language. - The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> - 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. <p>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.</p>
<ul style="list-style-type: none"> - The student should 	<p>1. Promoting Discipline and Quietness in the Classroom:</p>

<p>encourage their classmates to maintain quietness in the classroom.</p> <ul style="list-style-type: none"> - The student should appreciate the contributions of scholars and theorists in the development of the language. 	<ul style="list-style-type: none"> - 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. <p>2. **Appreciating the Contributions of Scholars and Thinkers: **</p> <ul style="list-style-type: none"> - 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.
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3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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.

6. 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).

7. 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.

8. 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			<ul style="list-style-type: none"> • • • 		
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 basic theatrical terminology	Definitions of theatrical terms	Uploading video, audio and written lectures, discussion and dialogue, e	Attending and participating in the lecture via electronic class

				showing a film	homework
Second	2	Understanding a knowledge of basic theatrical terminology	Definition of theatrical terms	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Third	2	Understanding a knowledge of basic theatrical terminology	Definition of theatrical terms	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Fourth	2	Understanding a knowledge of basic theatrical terminology	An introductory introduction to the and plays discussed the first chapter	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Fifth	2	Understanding the play, identifying contributions of its writer, and developing their ability to analyze and criticize	The stronger	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Sixth	2	Understanding the play, identifying the contributions of its writer, and developing their ability to analyze and criticize	The stronger	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Seventh	2	Understanding the play, identifying the	The stronger	Uploading video, audio	Attending and

		contributions of its writer, and developing their ability to analyze and criticize		and write lectures, discussion and dialogue, showing film	participate in the lecture via electronic class homework
Eighth	2	The ability to understand and memorize definitions and the ability to analyze and criticize the play	First month exam for first semester	Uploading video, audio and write lectures, discussion and dialogue, showing film	Attending and participate in the lecture via electronic class homework
Ninth	2	Understanding the play, identifying contributions of its writer, and developing their ability to analyze and criticize	Riders to the Sea	Uploading video, audio and write lectures, discussion and dialogue, showing film	Attending and participate in the lecture via electronic class homework
Tenth	2	Understanding the play, identifying the contribution of its writer, and developing their ability to analyze and criticize	Riders the Sea	Uploading video, audio and write lectures, discussion and dialogue, showing film	Attending and participate in the lecture via electronic class homework
Eleventh	2	Understanding the play, identifying the contribution of its writer, and developing their ability to analyze and criticize	Riders the Sea	Uploading video, audio and write lectures, discussion and dialogue, showing film	Attending and participate in the lecture via electronic class homework
Twelfth	2	Understanding play, identifying contributions of writer, and developing their ability to analyze and criticize	Act with words	Uploading video, audio and write lectures, discussion and dialogue,	Attending and participate in the lecture via electronic class

				showing film	homework
thirteenth	2	Understanding the play, identifying the contribution of its writer, and developing their ability to analyze and criticize	Act with words	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
fourteenth	2	Understanding the play, identifying the contribution of its writer, and developing their ability to analyze and criticize	Act with words	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
fifteenth	2	Understanding the play, identifying the contribution of its writer, and developing their ability to analyze and criticize	The second month exam for the first semester	/	examination
sixteenth	2	Identify the characteristics of the Elizabethan era	An introductory introduction to the early and Elizabethan theatre	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
seventeenth	2	Identify the characteristics of the Elizabethan era	An introductory introduction to the playwright Christopher Marlowe, his literary status, and his literary contributions	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
eighteenth	2	Getting to know	Chorus	Uploading	

h		the writer of the play, Christopher Marlowe, his literary status and his literary contributions	Speech and First Scene: Doctor Faustus is his literary contributions evaluating his first doctorate	video, audio and written lectures, discussion and dialogue, showing film	Uploading video, audio and written lectures, discussion and dialogue or showing film
nineteenth	2	Understanding the play and developing their ability to analyze and criticize	Scene Two and Scene Three: Faustus and his practice of magic, the presence of Mephistopheles	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
twentieth	2	Understanding the play, identifying the contribution of its writer, and developing their ability to analyze and criticize	Scene Four and Scene Five of the Jester and Faustus' Servant	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
twenty-First	2	Understanding the play, identifying the contribution of its writer, and developing their ability to analyze and criticize	Scene Six: Faustus with Mephistopheles and the angel, good and the bad	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
twenty-Second	2		Exam of first month of second semester	/	
twenty-Third	2	Understanding the play, identifying the contribution of its writer, and developing their ability to analyze and criticize	Scene Seven: Doctor Faustus goes to Pope's court (Religious Criticism)	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework

Twenty-Fourth	2	Understanding the play, identifying the contribution of its writer, and developing their ability to analyze and criticize	Scene Eight: The conversation between Ralph and Robin	Uploading video, audio and writing lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Twenty-Fifth	2	Understanding the play, identifying the contribution of its writer, and developing their ability to analyze and criticize	Scenes Nine, Ten, and Eleven: Doctor Faustus' Visit to the Emperor's Palace (Political Criticism)	Uploading video, audio and writing lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Twenty-Sixth	2	Understanding the play, identifying the contribution of its writer, and developing their ability to analyze and criticize	Scene Eleven and Twelve: The comic scene of the horse	Uploading video, audio and writing lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Twenty-Seventh	2	Understanding the play, identifying the contribution of its writer, and developing their ability to analyze and criticize	Scene Thirteen: Doctor Faustus' Visit to the Court of Duke Vanholt (Political Criticism)	Uploading video, audio and writing lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Twenty-Eight	2	Understanding the play, identifying the contribution of its writer, and developing their ability to analyze and criticize	Scene fourteen and fifteen	Uploading video, audio and writing lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Twenty-Ninth	2	Understanding the play, identifying the contribution	The last scene	Uploading video, audio and writing	Attending and participating

		of its writer, and developing their ability to analyze and criticize		lectures, discussion and dialogue, showing film	in the lecture via electronic class homework
thirtieth	2		Exam of the second month of the second semester	/	examination

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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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 Christopher Marlow: Doctor -Faustus by Ramji Lal Doctor Faustus: Note
Recommended books and references (scientific journals, reports...)	An introduction to drama
Electronic References, Websites	

1. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
second	-----	Grammar	2	1

2. Expected learning outcomes of the program	
Knowledge Outcomes	Learning
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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.

<p>intellectual contributions.</p> <p>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.</p>	<p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> – 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. <p>4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: **</p> <ul style="list-style-type: none"> – 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. <p>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.</p>
Skills	Learning Outcomes
<p>– Students are trained in basic language skills such as precise</p>	<p>1. **writing correct sentences skills: **</p> <ul style="list-style-type: none"> – Understanding and applying basic linguistic and grammatical rules in sentence writing.

<p>sentence writing.</p> <ul style="list-style-type: none"> – Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively. 	<ul style="list-style-type: none"> – The ability to construct coherent and accurate sentences. – Enhancing students' ability to express ideas clearly and accurately in writing. <p>2. **speaking and listening skills: **</p> <ul style="list-style-type: none"> – 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. <p>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.</p>
<ul style="list-style-type: none"> – 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 	<p>1. **reading skills: **</p> <ul style="list-style-type: none"> – 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. <p>2. **writing skills: **</p> <ul style="list-style-type: none"> – Enhancing students' ability to write research

<p>papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.</p>	<p>papers and reports proficiently and systematically.</p> <ul style="list-style-type: none"> – 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. <p>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.</p>
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Ethics	Learning Outcomes
<ul style="list-style-type: none"> – The student should describe the importance of learning the English language. – The student should participate in departmental activities. 	<ol style="list-style-type: none"> 1. **Understanding the Importance of Learning English: ** <ul style="list-style-type: none"> – 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: ** <ul style="list-style-type: none"> – Engaging actively in activities that reflect social interaction and collaboration with classmates. – Enhancing communication skills and fostering

	<p>positive social relationships within the classroom.</p> <p>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.</p>
<ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. **Promoting Discipline and Quietness in the Classroom: ** <ul style="list-style-type: none"> - 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: ** <ul style="list-style-type: none"> - 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.

3. 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.

4. 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.

5. Faculty

Faculty Members

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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	English	Methodology				

Bustan						
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.

6. 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).**

7. 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.

8. 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 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 Objectiv	<ul style="list-style-type: none"> • A–Cognitive objectives • 1– recognizing and understanding the basic structure of words and the types of affixes • 2–recognizing and understanding the morphological and grammatical rules of words • 3– recognizing and understanding the types of words (simple, compound, complex) • 4– recognizing and understanding the processes available for words formation in English that make up a specific expression...etc. • 5– recognizing and understanding the basic English sentence patterns according to • 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 distinguish • 3 – The ability to use simple, compound and complex words • 4– The ability to use different English sentence patterns to construct grammatical a
9. Teaching and Learning Strategies	
Strate	- Presenting the material on PowerPoint in detail, supported by examples and presented, and helping them participate by giving examples and asking questions

- Helping students learn and self-explore knowledge by visiting the college library
- Dividing the students into groups work and assigning them to prepare and present and assign scores for their performance. This represents the practical aspect
- Presenting the material in different ways, such as dividing the section into two parts, or adjectives and vice versa, or giving examples of grammatical constructions, or using synonyms which give more correct answers. Grades are given to encourage students and
- Forming discussion groups during lectures to discuss the material to help the

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 the morphemes they consist of (simple, compound and complex)	Ch.9Types of words:simple ,compound and complex
11	3	Know the processes by which different words are formed in English	Processes of word formation
12-14	9	Know the paradigmatic forms of pronouns, nouns, verbs and adjectives and how they are used in English sentences.	(noun, verb&adjective)Inflectional paradigms&structures
15-17	9	Know the correct order of words to construct well-formed meaningful sentences through the nine basic English sentence patterns presented by Stangor	English Basic sentence patterns
18-26	27	Recognize the parts of speech and how they are indicated by their structural form, function and position	Parts of speech:form classes Parts of speech : positional classes
27-30	12	Know how to use different parts of speech as noun modifiers	Pre& post modification

11. Course Evaluation

The annual grade consists of two components:

- Yearly Grade (40%):** This portion is distributed among various activities including assignments, quizzes, and tests. This portion contributes to a total of 40% of the annual grade.
 - 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 two components:
- $$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$
- This formula combines the weighted percentages of each component to determine the student's final grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	An Introductory English Grammar / Norm
Main references (sources)	1.An Introduction to Transformational al G 2.The Grammatical Difficulty Points / An
Recommended books and references (scientific journals, reports...)	1.Structural Grammar/Jespersen 2. University English Grammar / Quirk &
Electronic References, Websites	Slide share, Easyenglishlessons.com

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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.</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

	<p>4. Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills	Learning Outcomes
<ul style="list-style-type: none"> - 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. 	<p>1. writing correct sentences skills:</p> <ul style="list-style-type: none"> - 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. <p>2. speaking and listening skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, guiding them through mechanical reading, reading 	<p>1. reading skills:</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis,

<p>techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> – 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. 	<p>content prediction, and inference.</p> <ul style="list-style-type: none"> – Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> – 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. <p>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.</p>
Ethics Learning Outcomes	
<ul style="list-style-type: none"> – The student should describe the importance of learning the English language. – The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> – 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> – Engaging actively in activities that reflect social interaction and collaboration with classmates. – Enhancing communication skills and fostering positive social relationships within the classroom. <p>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.</p>
<ul style="list-style-type: none"> – The student should 	<p>1. Promoting Discipline and Quietness in the Classroom:</p>

<p>encourage their classmates to maintain quietness in the classroom.</p> <ul style="list-style-type: none"> - The student should appreciate the contributions of scholars and theorists in the development of the language. 	<ul style="list-style-type: none"> - 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. <p>2. **Appreciating the Contributions of Scholars and Thinkers: **</p> <ul style="list-style-type: none"> - 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.
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3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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				
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Assist. Instr. Yousef Ali Yousef	English	Drama				

Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
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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. 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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- 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.
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 1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
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- Assessing Learning and Teaching Outcomes:
 1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
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 1. Participation in Professional Development Programs: Providing opportunities for participation in external and internal professional development programs to enhance faculty members' skills.
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– Program Monitoring and Evaluation:

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

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7. 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.
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8. 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											
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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:	
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:	
2 nd 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 acquiring listening and speaking skills and training students on these skills <ul style="list-style-type: none"> •.....Providing students with the information and skills necessary to teach various aspects of the English language such as speaking, teaching vocabulary, grammar and pronunciation •Providing students with information and skills that help them in speaking and listening • Students understand how to apply dialogue and the information gained through dialogue and listening.....
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> • the students should focus on the teachers in the classroom • most of the students should participate with the activities in classroom • doing conversations between each other inside the class • attend seminars and discussion panel to achieve their goals
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2 hrs	<ul style="list-style-type: none"> • How to begin and end a conversation a natural way • How to react what you hear • How to maintain conversation and a follow-up question • How to express opinions and defend them 	Socializing	<ul style="list-style-type: none"> • Discussion and speaking between two students. • PowerPoint • listening audios and notes the Ne vocabularies. • some learning figures • listening to audios Regarding the topic 	<ul style="list-style-type: none"> Conversation between two students more • Discussion • Active inside the class • attendance • Home work
Second	2 hrs	<ul style="list-style-type: none"> • Understand explanations dishes on menu • offer to pay Complain about common problems 	Eating out	<ul style="list-style-type: none"> • Discussion and speaking • PowerPoint • listening audios • see some learning figures regarding the topic 	<ul style="list-style-type: none"> Conversation between two students more • Discussion • Active inside the class • attendance • Home work
Third	2 hrs	<ul style="list-style-type: none"> • How to explain your accommodation requirements • how to ask detailed questions about conditions and requirements 	Living away from home	<ul style="list-style-type: none"> • Discussion and speaking • PowerPoint • listening to audios and notes the Ne vocabularies. • some learning figures regarding the topic 	<ul style="list-style-type: none"> Conversation between two students more • Discussion • Active inside the class • attendance • Home work
Fourth		<ul style="list-style-type: none"> • How to make a complaint in a shop • how to understand shop's return policy • How to ask about 	Shopping	<ul style="list-style-type: none"> • Discussion and speaking between two students. 	<ul style="list-style-type: none"> Conversation between two students more • Discussion

	2 hrs	various products		<ul style="list-style-type: none"> •PowerPoint •listening to audios •seesome learning figure regarding t topic 	<ul style="list-style-type: none"> • inside the cla • attendance •Home work 	Activ	
Fifth		First Month Exam	FirstMonth Exam	First Exam	Mon	First Exam	M
	2 hrs						
Sixth	2 hrs	<ul style="list-style-type: none"> •How to descri symptoms •how to understa the doctor's diagno and instructions •Show concern a relief 	The Health	<ul style="list-style-type: none"> •Discussion a speaking between t two students •PowerPoint •listening to audios and no the N vocabularies •seesome learning figure regarding t topic 	Conversatio	<ul style="list-style-type: none"> between t two student more • Discussion • Activ inside the cla • attendance •Home work 	
Seventh	2 hrs	<ul style="list-style-type: none"> •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	<ul style="list-style-type: none"> •Discussion a speaking between t two students •PowerPoint •listening to audios and no the N vocabularies •seesome learning figure regarding t topic 	Conversatio	<ul style="list-style-type: none"> between t two student more • Discussion • Activ inside the cla • attendance •Home work 	
Eighth		• how to describe a		•Discussion a	Conversatio		

	2 hrs	<p>discuss films and programmes how to understand and talk about the news.</p> <ul style="list-style-type: none"> •how to summarize main news stories 	The media	<p>speaking between students</p> <ul style="list-style-type: none"> •PowerPoint •listening to audios and notes the vocabularies •seesome learning figures regarding the topic 	<p>between two students more</p> <ul style="list-style-type: none"> • Discussion • Activ inside the class • attendance •Home work
Ninth	2 hrs	2nd month exam	2 nd month exam	2nd exam	2nd exam
Tenth	2 hrs	<ul style="list-style-type: none"> •How to ask recommendations before going on trip •How to understand the details of a guided tour •How to interrupt politely to ask for further information •How to ask for further details 	Sightseeing	<ul style="list-style-type: none"> •Discussion and speaking between students •PowerPoint •listening to audios and notes the vocabularies •seesome learning figures regarding the topic 	<p>Conversation between two students more</p> <ul style="list-style-type: none"> • Discussion • Activ inside the class • attendance •Home work
Eleventh	2 hrs	Half year Holiday	Half year Holiday	Half Holiday	Half Holiday
Twelfth		Half year Holiday	Half year Holiday	Half Holiday	Half Holiday

	2 hrs				
Thirteenth	2 hrs	<ul style="list-style-type: none"> •How to ask for range of services banks and post offices •How to understand detailed explanation of different Bank accounts •How to understand various ways sending mail abroad • How to ask for clarification and explanation 	Money and mail	<ul style="list-style-type: none"> •Discussion and speaking between two students more •PowerPoint •listening to audios and notes the New vocabularies •see some learning figures regarding the topic 	<ul style="list-style-type: none"> • Conversation between two students more • Discussion • Active inside the class • attendance • Home work
Fourteenth	2 hrs	<ul style="list-style-type: none"> • How to report crime and give exact details of people and objects • How to report incident to the emergency services • How to get straight to the point 	Emergencies	<ul style="list-style-type: none"> •Discussion and speaking between two students more •PowerPoint •listening to audios and notes the New vocabularies •see some learning figures regarding the topic 	<ul style="list-style-type: none"> • Conversation between two students more • Discussion • Active inside the class • attendance • Home work
Fifteenth	2 hrs	<ul style="list-style-type: none"> • How to take complex phone messages • How to ask for clarification and check understanding • How to leave message and check others have understood • How to leave clear and concise voicemail messages. 	Messages	<ul style="list-style-type: none"> •Discussion and speaking between two students more •PowerPoint •listening to audios and notes the New vocabularies •see some learning figures regarding the topic 	<ul style="list-style-type: none"> • Conversation between two students more • Discussion • Active inside the class • attendance • Home work

Sixteenth		2nd semester/ month exam	2nd semester 1st month exam	2nd semester 1st month exam	2nd semester 1st month exam
	2 hrs				
Seventeenth		•How to participate actively in meetings, bringing other into the discussion • How to make acceptance and rejection suggestions • How to clarify your viewpoint and correct misunderstanding • How to bring a meeting to an end	Meetings	•Discussion and speaking between two students •PowerPoint •listening to audios and notes the vocabularies •see some learning figures regarding the topic	Conversations between two students more • Discussion • Active inside the class • attendance •Home work
	2 hrs				
Eighteenth		• How to understand the main ideas and the themes of a lecture •How to understand to take concise notes • how to listen to signposts and style of delivery •How to summarize the main points of a talk	Lectures	•Discussion and speaking between two students •PowerPoint •listening to audios and notes the vocabularies •see some learning figures regarding the topic	Conversations between two students more • Discussion • Active inside the class • attendance •Home work
	2 hrs				
Nineteenth		• How to give a short, simple presentation • How to structure a talk and use signposts • How to deal with questions.	Presentations and Talk	•Discussion and speaking between two students •PowerPoint •listening to audios and notes the vocabularies •see some	Conversations between two students more • Discussion • Active inside the class • attendance •Home work
	2 hrs				

				learning figure regarding the topic	
Twentieth	2 hrs	2 nd sem /2 nd month exam	2 nd sem /2 nd month exam	2 nd sem/ 2 nd month exam	2 nd sem/ 2 nd month exam
Twenty-First	2 hrs	Discussion panel	Discussion panel	Discussion panel	Discussion panel
Twenty-Second	2 hrs	<ul style="list-style-type: none"> •How to make appointment at convenient time •How to insist what you want politely but firmly •How to bargain and negotiate 	Requesting Services	<ul style="list-style-type: none"> •Discussion and speaking between two students •PowerPoint •listening to audios and notes the vocabularies •see some learning figure regarding the topic 	<ul style="list-style-type: none"> •Conversation between two students •Discussion •Active inside the class •attendance •Home work
Twenty-Third	2 hrs	<ul style="list-style-type: none"> •How to understand how to give a well organized seminar • How to present argument and reinforce key points • How to evaluate your performance 	Seminar	<ul style="list-style-type: none"> •Discussion and speaking between two students •PowerPoint •listening to audios and notes the vocabularies •see some learning figure regarding the topic 	<ul style="list-style-type: none"> •Conversation between two students •Discussion •Active inside the class •attendance •Home work

Twenty-Fourth		Review	Review	Review	Review
	2 hrs				
Twenty-Fifth		Review	Review	Review	Review
	2 hrs				
Twenty-Sixth		Review	Review	Review	Review
	2 hrs				
Twenty-Seventh					
	2 hrs				
Twenty-Eighth					
	2 hrs				
Twenty-Ninth					
	2 hrs				
Thirtieth					

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 contribute 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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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 3 Miles Craven
Main references (sources)	
Recommended books and references (scientific journals, reports...)	Real Listening and speaking 3 Miles Craven
Electronic References, Websites	https://uodiyala.edu.iq/en/home -2/

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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.</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

	<p>4. Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills	Learning Outcomes
<ul style="list-style-type: none"> - 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. 	<p>1. writing correct sentences skills:</p> <ul style="list-style-type: none"> - 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. <p>2. speaking and listening skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, guiding them through mechanical reading, reading 	<p>1. reading skills:</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis,

<p>techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> - 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. 	<p>content prediction, and inference.</p> <ul style="list-style-type: none"> - Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Ethics Learning Outcomes	
<ul style="list-style-type: none"> - The student should describe the importance of learning the English language. - The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> - 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. <p>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.</p>
<ul style="list-style-type: none"> - The student should 	<p>1. Promoting Discipline and Quietness in the Classroom:</p>

<p>encourage their classmates to maintain quietness in the classroom.</p> <ul style="list-style-type: none"> - The student should appreciate the contributions of scholars and theorists in the development of the language. 	<ul style="list-style-type: none"> - 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. <p>2. **Appreciating the Contributions of Scholars and Thinkers: **</p> <ul style="list-style-type: none"> - 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.
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3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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.

6. 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).

7. 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.

8. 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 Language	
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)	
90	
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	<ol style="list-style-type: none"> 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	<ul style="list-style-type: none"> • 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	What are the examples of	Lecturing and	Conducting tests

		and ESL?	EFL and ESL?	Discussion	
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 EFL 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. What is classroom management	Classroom Management. What is classroom management	Lecturing and Discussion	Conducting tests
Twenty-Third	3	What can K_12 teachers do to create a learning setting for 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 Do Some EFL/ESL Teachers Have in managing classroom 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, and Technology .who create the Material available to EFL/ESL 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 of commercial Material	What are authentic Material? what are types are available?	Lecturing and Discussion	Conducting tests
Twenty-Seventh	3	What are the advantages and disadvantages of using authentic Material and media?	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 Teachers 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 Teacher	Culture and the Language Teacher	Lecturing and Discussion	Conducting tests
Thirtieth	3	What cultural definition and process do most expatriate experiences?	What cultural concepts can EFL/ESL Teachers teach students?	Lecturing and Discussion	Conducting tests
Thirty One	3	What cultural definition and process do most expatriate 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:

- 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.
- 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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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. 2 nd 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. 2 nd ed. USA: University of Michigan Press
Recommended books and references (scientific journals, reports...)	None
Electronic References, Websites	None

1. Program Description				
Year/Level	Course Code	Course Name	Credit Hours	
second	---	Phonology	theoretical	practical
			2	1

2. Expected learning outcomes of the program	
Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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.</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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. <p>4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: **</p> <ul style="list-style-type: none"> - 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. <p>Achieving these outcomes enhances students' skills in understanding and using the English language more effectively.</p>

	Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	Learning Outcomes
<ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. **writing correct sentences skills: ** <ul style="list-style-type: none"> - 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: ** <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. **reading skills: ** <ul style="list-style-type: none"> - 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: ** <ul style="list-style-type: none"> - 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. <p>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.</p>
Ethics	Learning Outcomes
<ul style="list-style-type: none"> - The student should describe the importance of learning the English language. 	<ol style="list-style-type: none"> 1. **Understanding the Importance of Learning English: ** <ul style="list-style-type: none"> - Students' ability to describe the importance of learning English in daily life and professional settings.

<ul style="list-style-type: none"> - The student should participate in departmental activities. 	<ul style="list-style-type: none"> - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. <p>2. **Participation in Classroom and Extracurricular Activities: **</p> <ul style="list-style-type: none"> - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. <p>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.</p>
<ul style="list-style-type: none"> - 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. 	<p>1. **Promoting Discipline and Quietness in the Classroom: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Appreciating the Contributions of Scholars and Thinkers: **</p> <ul style="list-style-type: none"> - 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.

3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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	English	Linguistics				

Qahtan Dawood						
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	English	Linguistics				

Hadi Mukhief						
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.

6. 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).

7. 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.

8. 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	<ul style="list-style-type: none"> - Teaching students the phonetics of the English language and contributing to the professional development of English 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 voiced or voiceless. - 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 language, prepare for social communication with English speakers. 				
9. Teaching and Learning Strategies					
Strategy	<ul style="list-style-type: none"> - Memorization or recalling information and understanding it. - Comprehension and assimilation, including: <ol style="list-style-type: none"> 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 organizing them. - 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 sound	Phonetics	Explanation the whiteboard PowerPoint presentation-	
Second		Understanding the applications of the science of sound.	The application of Phonetics	Explanation the whiteboard PowerPoint	

				presentation -	
Third		Understanding the science of acoustic construction	Phonology	Explanation the whiteboard PowerPoint presentation -	
Fourth		Understanding the applications of the science of acoustic construction	The Applications of Phonology	Explanation the whiteboard PowerPoint presentation -	
Fifth		Differentiating between the science of sound and acoustic construction	The Relations between Phonetics Phonology	Explanation the whiteboard PowerPoint presentation -	
Sixth		Knowledge of explosive sounds.	Plosive Sounds	Explanation the whiteboard PowerPoint presentation -	
Seventh		Knowledge of fricative sounds.	Fricative Sounds	Explanation the whiteboard PowerPoint presentation -	
Eighth		Knowledge of articulation consonant sounds.	Affricate Sounds	Explanation the whiteboard PowerPoint presentation -	
Ninth		Identifying nasal sounds	Nasal Sounds	Explanation the whiteboard PowerPoint presentation -	
Tenth		Identifying semi-vowel sounds.	Semi-vowel Sounds	Explanation the whiteboard PowerPoint presentation -	
Eleventh		Identifying vowel sounds	Vowel Sounds	Explanation the whiteboard PowerPoint presentation -	
Twelfth		Knowledge of pure vowel sounds.	Pure Vowels	Explanation the whiteboard PowerPoint presentation -	

Thirteenth		Knowledge of front vowel sounds.	Front Vowels	Explanation the whiteboard PowerPoint presentation -	
Fourteenth		Knowledge of central vowel sounds.	Central Vowels	Explanation the whiteboard PowerPoint presentation -	
Fifteenth		Knowledge of back vowel sounds.	Back Vowels	Explanation the whiteboard PowerPoint presentation -	
Sixteenth		Knowledge of diphthong vowel sounds 1.	Diphthongs 1	Explanation the whiteboard PowerPoint presentation -	
Seventeenth		Knowledge of diphthong vowel sounds 2.	Diphthongs 2	Explanation the whiteboard PowerPoint presentation -	
Eighteenth		Understanding the science of sound.	Phonetics	Explanation the whiteboard PowerPoint presentation -	
Nineteenth		Knowledge of diphthong vowel sounds 3.	Diphthongs 3	Explanation the whiteboard PowerPoint presentation -	
Twentieth		Knowledge of triphthong vowel sounds 1.	Triphthongs 1	Explanation the whiteboard PowerPoint presentation -	
Twenty-First		Knowledge of triphthong vowel sounds 2.	Triphthongs 2	Explanation the whiteboard PowerPoint presentation -	
Twenty-Second		Understanding phonological processes	Phonological Processes	Explanation the whiteboard PowerPoint presentation -	

Twenty-Third		Understanding assimilation.	Assimilation 1	Explanation the whiteboard PowerPoint presentation -	
Twenty-Fourth		Understanding progressive assimilation	Progressive Assimilation	Explanation the whiteboard PowerPoint presentation -	
Twenty-Fifth		Understanding regressive assimilation.	Regressive Assimilation	Explanation the whiteboard PowerPoint presentation -	
Twenty-Sixth		Knowledge of random assimilation.	Coalescent Assimilation	Explanation the whiteboard PowerPoint presentation -	
Twenty-Seventh		Rhotic assimilation 1	Linking \r\ 1	Explanation the whiteboard PowerPoint presentation -	
Twenty-Eighth		Rhotic assimilation 2	Linking \r\ 2	Explanation the whiteboard PowerPoint presentation -	
Twenty-Ninth		Learning and understanding rhythm	Rhythm	Explanation the whiteboard PowerPoint presentation -	
Thirtieth		Learning and understanding deletion	Elision	Explanation the whiteboard PowerPoint presentation -	

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 in each component. For example:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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)	1. Peter Roach , <u>English Phonetics and Phonology</u> University Press, UK. 2009
Main references (sources)	An Introduction to Phonetics & Phonology
Recommended books and references (scientific journals, reports...)	Research and scientific journals in the field of linguistics
Electronic References, Websites	Research and scientific journals in linguistic studies

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Second	-----	Poetry	2	0

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

<p>English language.</p>	<ul style="list-style-type: none"> - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. <p>4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills Learning Outcomes	
<ul style="list-style-type: none"> - 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. 	<p>1. **writing correct sentences skills: **</p> <ul style="list-style-type: none"> - 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. <p>2. **speaking and listening skills: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, 	<p>1. **reading skills: **</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply

<p>guiding them through mechanical reading, reading techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> – 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. 	<p>and effectively.</p> <ul style="list-style-type: none"> – Learning advanced reading strategies such as text analysis, content prediction, and inference. – Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> – 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. <p>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.</p>
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Ethics	Learning Outcomes
<ul style="list-style-type: none"> – The student should describe the importance of learning the English language. – The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> – 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> – Engaging actively in activities that reflect social interaction and collaboration with classmates. – Enhancing communication skills and fostering positive social relationships within the classroom. <p>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</p>

	community and collaboration within their academic environment.
<ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. Promoting Discipline and Quietness in the Classroom: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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.

3. 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.
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4. 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.

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
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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				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
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Assist. Prof. Massara Majid Ibrahim	English	Drama				

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Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
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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				
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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. 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				
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.

6. 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).

7. 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.

8. 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@uodiyala.edu.iq	
Name: Assist. Inst. Rebin Bahroz Amin Email: rebinzangana44@gmail.com	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • Exchange teaching method • E-learning method using PowerPoint • Method of questioning and discussion
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> • 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
Twenty-Second	2	The Collar	Poem	Lecturing and Discussion	Conducting tests
Twenty-Third	2	Monthly Exam	Monthly Exam	Lecturing and Discussion	Conducting tests
Twenty-Fourth	2	An Introduction to the Neo-Classical Period	Poetry	Lecturing and Discussion	Conducting tests

Twenty-Fifth	2	John Dryden's Biography	Poet's Biography	Lecturing and Discussion	Conducting tests
Twenty-Sixth	2	Daily Quiz	Daily Quiz	Lecturing and Discussion	Conducting tests
Twenty-Seventh	2	Absalom and Achitophel	Poem	Lecturing and Discussion	Conducting tests
Twenty-Eighth	2	Alexander Pope 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 two components:

- 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.
- 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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Second	-----	Reading	2	0

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

<p>English language.</p>	<ul style="list-style-type: none"> - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. <p>4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
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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.

6. 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).

7. 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.

8. 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	<ul style="list-style-type: none"> • Develop listening and speaking skills • Improving students ability ' to communicate effectively a in spoken language with reasonable degree of fluency and accuracy in different social settings and genres Various social meetings <ul style="list-style-type: none"> • 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 podcasts 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 pronunciation	Unit1 The Youngs behind youTube	Play reading audio + Explanation of speaking strategies and the expressions used those readings + Training in speaking strategies Explain and s exercises	Tests:Oral and writ 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 an written daily month
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 an written daily month
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 Synthesia	Play audio + Explanation of spea strategies and the expressions used those reading + Training in spea strategies Explain solve exercises	Tests:Oral an written: daily 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 an written: daily 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 an written: daily monthly
Seventh	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently	Unit6 Listen Up Part1	Play reading audio + Explanation of spea strategies and the expressions used those reading +	Tests:Oral an written: daily monthly

		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 an written: d &monthl
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 an written: d &monthl
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 an written: d &monthl
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 an written: d &monthl
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 improve pronunciation	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 writt daily month

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 spea strategies and the expressions used those conversations + Training in spea 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 spea strategies and the expressions used those readings + Training in spea 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 spea strategies and the expressions used those + Training in spea 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 spea strategies and the expressions used those conversations + Training in spea 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 spea strategies and the expressions used those conversations + Training in spea 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 Communicate confidently	Unit11 The art of reading Part1	Play \ audio + Explanation of spea strategies and the expressions used those reading +	Tests :Oral and written: daily& monthly

		and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation		Training in speaking strategies Explain solve exercises	
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 speaking strategies and the expressions used those conversations + Training in speaking strategies Explain solve exercises	Tests :Oral and written: daily & monthly
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 speaking strategies and the expressions used those + Training in speaking strategies Explain solve exercises	Tests :Oral and written: daily & monthly
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 speaking strategies and the expressions used those creating + Training in speaking strategies Explain solve exercises	Tests :Oral and written: daily & monthly
Twenty-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 ReviewPart	Play audio + Explanation of speaking strategies and the expressions used those conversations + Training in speaking strategies Explain solve exercises	Tests :Oral and written: daily & monthly
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 appropriate vocabulary in any type of conversation improve pronunciation	Unit1 The Youngsters Part2	Play audio + Explanation of speaking strategies and the expressions used those conversations + Training in speaking strategies Explain solve exercises	Tests :Oral and written daily : & monthly

Twenty-Fourth	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation</p>	<p>Unit 14 Review Part1</p>	<p>Play audio + Explanation of speaking strategies and the expressions used those conversations + Training in speaking strategies</p> <p>Explain solve exercises</p>	<p>Tests :Oral and written daily : & monthly</p>
Twenty-Fifth	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation</p>	<p>Unit 14 Can you expand on that? Part2</p>	<p>Play audio + Explanation of speaking strategies and the expressions used those conversations + Training in speaking strategies</p> <p>Explain solve exercises</p>	<p>Tests :Oral and written daily : & monthly</p>
Twenty-Sixth	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation</p>	<p>Unit 15 I'll help me get a good job Part 1</p>	<p>Play audio + Explanation of speaking strategies and the expressions used those conversations + Training in speaking strategies</p> <p>Explain solve exercises</p>	<p>Tests :Oral and written daily : & monthly</p>
Twenty-Seventh	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation</p>	<p>Unit 15 I'll help me get a good job Part2</p>	<p>Play audio + Explanation of speaking strategies and the expressions used those conversations + Training in speaking strategies</p> <p>Explain solve exercises</p>	<p>Tests :Oral and written daily : & monthly</p>
Twenty-Eighth	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation</p>	<p>Unit 16 I work well under pressure Part1</p>	<p>Play audio + Explanation of speaking strategies and the expressions used those reading + Training in speaking strategies</p> <p>Explain solve exercises</p>	<p>Tests :Oral and written daily : & monthly</p>
Twenty-Ninth	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently</p>	<p>Unit 16 I work well under pressure Part2</p>	<p>Play audio + Explanation of speaking strategies and the expressions used those +</p>	<p>Tests :Oral and written daily :</p>

		and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation		Training in speaking strategies Explain solve exercises	& monthly
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 7-11	Play audio + Explanation of speaking strategies and the expressions used those conversations + Training in speaking strategies Explain solve exercises	Tests :Oral and written daily : & monthly

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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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 skills English Pronunciation in use (self-study and classroom)
Electronic References, Websites	BBC Learning English • EngVid • English Resource Lab

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2 nd year		Short story	theoretical	practical
			2	0

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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.</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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. <p>4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>

Skills	Learning Outcomes
<ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. **writing correct sentences skills: ** <ul style="list-style-type: none"> - 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: ** <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. **reading skills: ** <ul style="list-style-type: none"> - 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: ** <ul style="list-style-type: none"> - 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. <p>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.</p>
Ethics	Learning Outcomes
<ul style="list-style-type: none"> - The student should describe the importance of learning the English language. - The student should participate in departmental activities. 	<ol style="list-style-type: none"> 1. **Understanding the Importance of Learning English: ** <ul style="list-style-type: none"> - 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: ** <ul style="list-style-type: none"> - 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.
<ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. **Promoting Discipline and Quietness in the Classroom: ** <ul style="list-style-type: none"> - 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: ** <ul style="list-style-type: none"> - 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.

3. 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.

4. 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.

5. Faculty

Faculty Members

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

6. 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).

7. 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.

8. 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:					
16/9/2023					
5. Available Attendance Forms:					
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)					
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		<ol style="list-style-type: none"> 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
Tenth	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
Fourteenth	2	Testing & Evaluation	Monthly exam	Testing & Evaluation	Testing & Evaluation
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
Seventeenth	2	Understanding,Analyzing, Criticizing	Cat in The Rain	Lecture& performances	Quizzes, papers discussions
Eighteenth	2	Testing & Evaluation	Monthly exam	Testing & Evaluation	Testing & Evaluation
Mid-year holiday					
Nineteenth	2	Understanding,Analyzing, Criticizing	Old Man and The Sea	Lecture& performances	Quizzes, papers discussions
Twentieth	2	Understanding,Analyzing, Criticizing	Old Man and The Sea	Lecture& performances	Quizzes, papers discussions
Twenty-First	2	Understanding,Analyzing, Criticizing	Old Man and The Sea	Lecture& performances	Quizzes, papers discussions
Twenty-Second	2	Understanding,Analyzing, Criticizing	Old Man and The Sea	Lecture& performances	Quizzes, papers discussions
Twenty-Third	2	Understanding,Analyzing, Criticizing	Old Man and The Sea	Lecture& performances	Quizzes, papers discussions
Twenty-Fourth	2	Understanding,Analyzing, Criticizing	Old Man and The Sea	Lecture& performances	Quizzes, papers discussions
Twenty-Fifth	2	Understanding,Analyzing, Criticizing	Old Man and The Sea	Lecture& performances	Quizzes, papers discussions
Twenty-Sixth	2	Testing & Evaluation	Monthly exam	Testing & Evaluation	Testing & Evaluation
Twenty-Seventh	2	Understanding,Analyzing, Criticizing	Old Man and The Sea	Lecture& performances	Quizzes, papers discussions
Twenty-Eight	2	Understanding,Analyzing, Criticizing	Old Man and The Sea	Lecture& performances	Quizzes, papers discussions
Twenty-Ninth	2	Understanding,Analyzing, Criticizing	Old Man and The Sea	Lecture& performances	Quizzes, papers discussions
Thirtieth	2	Testing & Evaluation	Monthly exam	Testing & Evaluation	Testing & Evaluation

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 Man and the Sea Diyala Journal of Humanities
Electronic References, Websites	1- 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

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
2023–2024		Academic writing	theoretical	practical
			1	1

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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.</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> – 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> – 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> – 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.

	<p>4. Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills	Learning Outcomes
<ul style="list-style-type: none"> - 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. 	<p>1. writing correct sentences skills:</p> <ul style="list-style-type: none"> - 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. <p>2. speaking and listening skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, guiding them through mechanical reading, reading 	<p>1. reading skills:</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis,

<p>techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> – 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. 	<p>content prediction, and inference.</p> <ul style="list-style-type: none"> – Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> – 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. <p>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.</p>
Ethics Learning Outcomes	
<ul style="list-style-type: none"> – The student should describe the importance of learning the English language. – The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> – 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> – Engaging actively in activities that reflect social interaction and collaboration with classmates. – Enhancing communication skills and fostering positive social relationships within the classroom. <p>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.</p>
<ul style="list-style-type: none"> – The student should 	<p>1. Promoting Discipline and Quietness in the Classroom:</p>

<p>encourage their classmates to maintain quietness in the classroom.</p> <ul style="list-style-type: none"> - The student should appreciate the contributions of scholars and theorists in the development of the language. 	<ul style="list-style-type: none"> - 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. <p>2. **Appreciating the Contributions of Scholars and Thinkers: **</p> <ul style="list-style-type: none"> - 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.
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3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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				
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- 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.
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		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	<ol style="list-style-type: none"> 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 writing. 				
9. Teaching and Learning Strategies					
Strategy	<ol style="list-style-type: none"> 1. Explanation & discussion. 2. Group working 3. Problem solving 				
10. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Concept of	Paragraph format	Group	

		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	

Twenty-Second	2	Descriptive paragraph	Practice	Problem solving
Twenty-Third	2	Descriptive paragraph	Clustering	Problem solving
Twenty-Fourth	2	Logical Division of ideas	Paragraph organization	Explanation discussion
Twenty-Fifth	2	Logical Division of ideas	Dividing ideas	Explanation discussion
Twenty-Sixth	2	Logical Division of ideas	Coherence	Explanation discussion
Twenty-Seventh	2	Logical Division of ideas	Practice	Explanation discussion
Twenty-Eighth	2	Logical Division of ideas	Transition	Explanation discussion
Twenty-Ninth	2	Logical Division of ideas	Sentence structure	Explanation discussion
Thirtieth	2	Logical Division 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 assignments, 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 on each component. For example:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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)	Introduction to Academic Writing By Alice Oshima & Ann Hogue
Main references (sources)	Writing Composition By Frank Chaplen
Recommended books and references (scientific journals, reports...)	ELT Journal
Electronic References, Websites	Google Classroom

Third stage

1. Program Description

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

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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.</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

	<p>4. Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills	Learning Outcomes
<ul style="list-style-type: none"> - 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. 	<p>1. writing correct sentences skills:</p> <ul style="list-style-type: none"> - 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. <p>2. speaking and listening skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, guiding them through mechanical reading, reading 	<p>1. reading skills:</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis,

<p>techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> – 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. 	<p>content prediction, and inference.</p> <ul style="list-style-type: none"> – Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> – 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. <p>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.</p>
Ethics Learning Outcomes	
<ul style="list-style-type: none"> – The student should describe the importance of learning the English language. – The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> – 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> – Engaging actively in activities that reflect social interaction and collaboration with classmates. – Enhancing communication skills and fostering positive social relationships within the classroom. <p>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.</p>
<ul style="list-style-type: none"> – The student should 	<p>1. Promoting Discipline and Quietness in the Classroom:</p>

<p>encourage their classmates to maintain quietness in the classroom.</p> <ul style="list-style-type: none"> - The student should appreciate the contributions of scholars and theorists in the development of the language. 	<ul style="list-style-type: none"> - 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. <p>2. **Appreciating the Contributions of Scholars and Thinkers: **</p> <ul style="list-style-type: none"> - 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.
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3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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.

6. 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).

7. 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.

8. 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:

7/9/2023

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, audio and written lectures, discussion	Attending and participating in the lecture via

				and dialogue, showing a film	electronic class homework
Second		Understanding the features of the age	Traditions, Features, costumes	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Third		Understanding the play and the playwright's achievement	<i>Hamlet</i>	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Fourth		Explain the important features of the theater in Elizabethan age	An introductory about Shakespearean theater	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Fifth		Explain Shakespeare's contribution in theater	Tragedy Play Comedy Play Historical Play	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Sixth		Understanding the major themes in the play and scenes	The opening scene	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Seventh			The final scene	Uploading	Attending

				video, audio and written lectures, discussion and dialogue, showing film	and participating in the lecture via electronic class homework
Eighth			First Exam		
Ninth			The Closet scene	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Tenth			The Grave digging scene	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Eleventh			The last scene	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Twelfth		Identify characteristics of tragic hero Shakespeare's Plays	Is Hamlet tragic hero?	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Thirteenth		Identify Hamlet madness	Is Hamlet really mad?	Uploading video, audio and written lectures, discussion	Attending and participating in the lecture via

				and dialogue, showing film	electronic class homework
Fourteenth		Identify the role women in Elizabethan age	The role women <i>Hamlet</i>	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Fifteenth			Second Exam	/	
Sixteenth		Identify the characteristics of the comedy in Elizabethan era	An introductory to William Shakespeare's comedy plays	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Seventeenth		Deep understanding of the themes presented in play	<i>Twelfth Night</i>	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Eighteenth		Explain the themes	Love Social classes Gender Disguises	Uploading video, audio and written lectures, discussion and dialogue, showing film	Uploading video, audio and written lectures, discussion and dialogue or showing film
Nineteenth		Understanding the play, identifying the contributions of its writer, and developing their ability to analyze and criticize	Act one Drowning	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework

Twentieth				Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Twenty-First		Understanding the play, identifying the contributions of its writer, and developing their ability to analyze and criticize	Act Two Disguises	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Twenty second		Understanding the play, identifying the contributions of its writer, and developing their ability to analyze and criticize	Act Three Messages and revenge		
Twenty-Third		Understanding the play, identifying the contributions of its writer, and developing their ability to analyze and criticize	Act Four Duel	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Twenty-Fourth			First Exam Second Term		
Twenty-Fifth		Understanding the play, identifying the contributions of its writer, and developing their ability to analyze and criticize	The last scene The happy ending	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Twenty-Sixth		Understanding the play, identifying the contributions of its	The effect of the Main characters	Uploading video, audio and written	Attending and participating

		writer, and developing their ability to analyze and criticize	the play	lectures, discussion and dialogue, showing film	in the lecture via electronic class homework
Twenty-Seventh		Understanding the play, identifying the contributions of its writer, and developing their ability to analyze and criticize	The important the major characters the play	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Twenty-Eight		Understanding the play, identifying the contributions of its writer, and developing their ability to analyze and criticize	The importance of Malvalio	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Twenty-Ninth		Understanding the play, identifying the contributions of its writer, and developing their ability to analyze and criticize	What is the relation between the ending of the play and its meaning	Uploading video, audio and written lectures, discussion and dialogue, showing film	Attending and participating in the lecture via electronic class homework
Thirtieth			Second exam-Second term	/	examination

11. Course Evaluation

The annual grade consists of two components:

- 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.
- 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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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: <i>Hamlet</i> William Shakespeare: <i>Twelfth Night</i> -
Recommended books and references (scientific journals, reports...)	
Electronic References, Websites	/www.sparknotes.com/shakespeare/hamlet/plot-analysis .com/guides/hamlet/summary/hamlet_summary.htm#google_vignette

1. Program Description

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

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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.</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

	<p>4. Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills	Learning Outcomes
<ul style="list-style-type: none"> - 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. 	<p>1. writing correct sentences skills:</p> <ul style="list-style-type: none"> - 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. <p>2. speaking and listening skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, guiding them through mechanical reading, reading 	<p>1. reading skills:</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis,

<p>techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> - 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. 	<p>content prediction, and inference.</p> <ul style="list-style-type: none"> - Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<p>Ethics Learning Outcomes</p>	
<ul style="list-style-type: none"> - The student should describe the importance of learning the English language. - The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> - 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. <p>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.</p>
<ul style="list-style-type: none"> - The student should 	<p>1. Promoting Discipline and Quietness in the Classroom:</p>

<p>encourage their classmates to maintain quietness in the classroom.</p> <ul style="list-style-type: none"> - The student should appreciate the contributions of scholars and theorists in the development of the language. 	<ul style="list-style-type: none"> - 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. <p>2. **Appreciating the Contributions of Scholars and Thinkers: **</p> <ul style="list-style-type: none"> - 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.
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3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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.

6. 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).

7. 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.

8. 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	<p>1. Teaching students the rules of English grammar and contributing to professional preparation of English language students.</p> <p>2. Providing students with the necessary information to form grammatically correct sentences.</p> <p>3. Identifying the different parts of speech, their features, and types of sentences and their patterns starting from simple sentences to complex sentences.</p> <p>4. Providing the students with detailed information about the components sentences and the syntactic structure of sentences from a grammatical perspective.</p> <p>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.</p>

9. Teaching and Learning Strategies

Strategy	<ul style="list-style-type: none"> • Brainstorming method • Method of questioning and discussion • PowerPoint presentations
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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 elements 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	3	Identifying verb phrases, their types, characteristics, and functions	Verb Phrase	Lecturing and Discussion	-Oral & 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
Twenty-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
Twenty-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 Intensification	Lecturing and Discussion	-Oral & Written Tests -Exercises
Twenty-Seventh	3	Recognizing the correspondence between adjectives and adverbs	Correspondence between Adjective 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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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
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	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

1. Program Description

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

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

<p>English language.</p>	<ul style="list-style-type: none"> - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. <p>4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills Learning Outcomes	
<ul style="list-style-type: none"> - 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. 	<p>1. **writing correct sentences skills: **</p> <ul style="list-style-type: none"> - 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. <p>2. **speaking and listening skills: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, 	<p>1. **reading skills: **</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply

<p>guiding them through mechanical reading, reading techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> – 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. 	<p>and effectively.</p> <ul style="list-style-type: none"> – Learning advanced reading strategies such as text analysis, content prediction, and inference. – Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> – 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. <p>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.</p>
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Ethics	Learning Outcomes
<ul style="list-style-type: none"> – The student should describe the importance of learning the English language. – The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> – 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> – Engaging actively in activities that reflect social interaction and collaboration with classmates. – Enhancing communication skills and fostering positive social relationships within the classroom. <p>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</p>

	community and collaboration within their academic environment.
<ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. Promoting Discipline and Quietness in the Classroom: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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.

3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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				
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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				
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.

6. 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).

7. 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.

8. 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 (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	<ul style="list-style-type: none"> ● 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 formation processes in a language.
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> - 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 word 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
Twenty-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 structure	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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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

1. Program Description

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

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English

<p>teaching and assessing the English language.</p>	<p>language and world literature.</p> <ul style="list-style-type: none"> - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. <p>4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills Learning Outcomes	
<ul style="list-style-type: none"> - 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. 	<p>1. **writing correct sentences skills: **</p> <ul style="list-style-type: none"> - 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. <p>2. **speaking and listening skills: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with 	<p>1. **reading skills: **</p>

<p>reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills.</p> <p>– 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.</p>	<ul style="list-style-type: none"> – 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. <p>2. writing skills:</p> <ul style="list-style-type: none"> – 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. <p>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.</p>
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Ethics	Learning Outcomes
<ul style="list-style-type: none"> – The student should describe the importance of learning the English language. – The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> – 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> – Engaging actively in activities that reflect social interaction and collaboration with classmates. – Enhancing communication skills and fostering positive social relationships within the classroom. <p>These aspects of learning contribute to students' overall development, enabling them to navigate various social and</p>

	professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
<ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. Promoting Discipline and Quietness in the Classroom: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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.

3. 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.

4. 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.

5. 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		<u>44</u>	<u>5</u>
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			
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Professional Development

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- 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.
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Professional development of faculty members

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- Expressing a desire to study in the chosen department.
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7. The most important sources of information about the program

- Teaching staff.
- Curriculum content.
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- 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.
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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	<ul style="list-style-type: none"> • Develop listening and speaking skills • Improving students ability ' to communicate effectively in spoken language with a reasonable degree of fluency and accuracy in settings and different social genres Various social meetings <ul style="list-style-type: none"> • 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 podcasts 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 pronunciation	Unit1 How it's going?	Play conversation audio + Explanation of speaking strategies and the expressions used in those conversations + Training in speaking strategies Explain and solve exercises	Tests:Oral and written daily&monthly
Second	2	Students can actively listen to obtain and	Unit2	Play conversation audio +	Tests:Oral and

		<p>understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation</p> <p>improve pronunciation</p>	<p>I'm looking for a camera</p> <p>part2+1</p>	<p>Explanation of speaking strategies and the expressions used in those conversations +</p> <p>Training in speaking strategies</p> <p>Explain solve exercises</p>	<p>written daily & monthly</p>
Third	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation</p> <p>improve pronunciation</p>	<p>Unit3</p> <p>I need to see a doctor</p>	<p>Play conversation audio +</p> <p>Explanation of speaking strategies and the expressions used in those conversations +</p> <p>Training in speaking strategies</p> <p>Explain solve exercises</p>	<p>Tests:Oral and written: daily & monthly</p>
Fourth	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation</p> <p>improve pronunciation</p>	<p>Unit 4</p> <p>What's problem?</p>	<p>Play conversation audio +</p> <p>Explanation of speaking strategies and the expressions used in those conversations +</p> <p>Training in speaking strategies</p> <p>Explain solve exercises</p>	<p>Tests:Oral and written: daily & monthly</p>
Fifth	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation</p> <p>improve pronunciation</p>	<p>Unit5</p> <p>What a lot of red tape!</p> <p>Part1</p>	<p>Play conversation audio +</p> <p>Explanation of speaking strategies and the expressions used in those conversations +</p> <p>Training in speaking strategies</p> <p>Explain solve exercises</p>	<p>Tests:Oral and written: daily & monthly</p>
Sixth	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation</p> <p>improve pronunciation</p>	<p>Unit5</p> <p>What a lot of red tape!</p> <p>Part2</p>	<p>Play conversation audio +</p> <p>Explanation of speaking strategies and the expressions used in those conversations +</p> <p>Training in speaking strategies</p> <p>Explain solve exercises</p>	<p>Tests:Oral and written: daily & monthly</p>
Seventh	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic</p>	<p>Unit6</p> <p>What a great view!</p> <p>Part1</p>	<p>Play conversation audio +</p> <p>Explanation of speaking strategies and the expressions used in those conversations +</p> <p>Training in speaking</p>	<p>Tests:Oral and written: daily & monthly</p>

		structures in their oral communication.. Use appropriate vocabulary in any type of conversation improve pronunciation		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 speaking strategies and the expressions used in those conversations + Training in speaking strategies Explain solve exercises	Tests:Oral and written: daily & monthly
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 speaking strategies and the expressions used in those conversations + Training in speaking strategies Explain solve exercises	Tests:Oral and written: daily & monthly
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 speaking strategies and the expressions used in those conversations + Training in speaking strategies Explain solve exercises	Tests:Oral and written: daily & monthly
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 speaking strategies and the expressions used in those conversations + Training in speaking strategies Explain solve exercises	Tests:Oral and written: daily & monthly
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 improve pronunciation	Unit 8 This is your office Part1	Play conversation audio + Explanation of speaking strategies and the expressions used in those conversations + Training in speaking strategies Explain solve exercises	Tests:Oral and written: daily & monthly
Thirteenth	2	Students can actively listen to obtain and	Unit 8	Play conversation	Tests:Oral and

		<p>understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation</p> <p>improve pronunciation</p>	<p>This is your office</p> <p>Part2</p>	<p>audio +</p> <p>Explanation of speaking strategies and the expressions used in those conversations +</p> <p>Training in speaking strategies</p> <p>Explain solve exercises</p>	<p>written: daily & monthly</p>
Fourteenth	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation</p> <p>improve pronunciation</p>	<p>Unit9</p> <p>I'll sort it out</p> <p>Part1</p>	<p>Play conversation audio +</p> <p>Explanation of speaking strategies and the expressions used in those conversations +</p> <p>Training in speaking strategies</p> <p>Explain solve exercises</p>	<p>Tests:Oral and written: daily&monthly</p>
Fifteenth	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation</p> <p>improve pronunciation</p>	<p>Unit9</p> <p>I'll sort it out</p> <p>Part2</p>	<p>Play conversation audio +</p> <p>Explanation of speaking strategies and the expressions used in those conversations +</p> <p>Training in speaking strategies</p> <p>Explain solve exercises</p>	<p>Tests :Oral and written: daily& monthly</p>
Sixteenth	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation</p> <p>improve pronunciation</p>	<p>Unit 10</p> <p>Can I call you back?</p> <p>Part 1</p>	<p>Play conversation audio +</p> <p>Explanation of speaking strategies and the expressions used in those conversations +</p> <p>Training in speaking strategies</p> <p>Explain solve exercises</p>	<p>Tests:Oral and written: daily& monthly</p>
Seventeenth	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation</p> <p>improve pronunciation</p>	<p>Unit 10</p> <p>Can I call you back?</p> <p>Part2</p>	<p>Play conversation audio +</p> <p>Explanation of speaking strategies and the expressions used in those conversations +</p> <p>Training in speaking strategies</p> <p>Explain solve exercises</p>	<p>Tests:Oral and written: daily& monthly</p>
Eighteenth	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic</p>	<p>Unit11</p> <p>Shall we move on?</p> <p>Part1</p>	<p>Play conversation audio +</p> <p>Explanation of speaking strategies and the expressions used in those conversations +</p> <p>Training in speaking</p>	<p>Tests :Oral and written: daily& monthly</p>

		structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation		strategies Explain solve exercises	
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 speaking strategies and the expressions used in those conversations + Training in speaking strategies Explain solve exercises	Tests :Oral and written: daily & monthly
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 speaking strategies and the expressions used in those conversations + Training in speaking strategies Explain solve exercises	Tests :Oral and written: daily & monthly
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 speaking strategies and the expressions used in those conversations + Training in speaking strategies Explain solve exercises	Tests :Oral and written: daily & monthly
Twenty-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 speaking strategies and the expressions used in those conversations + Training in speaking strategies Explain solve exercises	Tests :Oral and written: daily & monthly
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 appropriate vocabulary in any type of conversation improve pronunciation	Unit13 Let's take a closer look Part2	Play conversation audio + Explanation of speaking strategies and the expressions used in those conversations + Training in speaking strategies Explain solve exercises	Tests :Oral and written daily : & monthly
Twenty-Fourth	2	Students can actively listen to obtain and	Unit 14	Play conversation	Tests

		<p>understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation</p> <p>improve pronunciation</p>	<p>Can you expand on that?</p> <p>Part1</p>	<p>audio +</p> <p>Explanation of speaking strategies and the expressions used in those conversations +</p> <p>Training in speaking strategies</p> <p>Explain solve exercises</p>	<p>:Oral and written daily : & monthly</p>
Twenty-Fifth	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation</p> <p>improve pronunciation</p>	<p>Unit 14</p> <p>Can you expand on that?</p> <p>Part2</p>	<p>Play conversation audio +</p> <p>Explanation of speaking strategies and the expressions used in those conversations +</p> <p>Training in speaking strategies</p> <p>Explain solve exercises</p>	<p>Tests :Oral and written daily : & monthly</p>
Twenty-Sixth	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation</p> <p>improve pronunciation</p>	<p>Unit 15</p> <p>I'll help me get a good job</p> <p>Part 1</p>	<p>Play conversation audio +</p> <p>Explanation of speaking strategies and the expressions used in those conversations +</p> <p>Training in speaking strategies</p> <p>Explain solve exercises</p>	<p>Tests :Oral and written daily : & monthly</p>
Twenty-Seventh	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation</p> <p>improve pronunciation</p>	<p>Unit 15</p> <p>I'll help me get a good job</p> <p>Part2</p>	<p>Play conversation audio +</p> <p>Explanation of speaking strategies and the expressions used in those conversations +</p> <p>Training in speaking strategies</p> <p>Explain solve exercises</p>	<p>Tests :Oral and written daily : & monthly</p>
Twenty-Eighth	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation</p> <p>improve pronunciation</p>	<p>Unit 16</p> <p>I work well under pressure</p> <p>Part1</p>	<p>Play conversation audio +</p> <p>Explanation of speaking strategies and the expressions used in those conversations +</p> <p>Training in speaking strategies</p> <p>Explain solve exercises</p>	<p>Tests :Oral and written daily : & monthly</p>
Twenty-Ninth	2	<p>Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit</p> <p>Communicate confidently and effectively in those situations. use basic</p>	<p>Unit 16</p> <p>I work well under pressure</p> <p>Part2</p>	<p>Play conversation audio +</p> <p>Explanation of speaking strategies and the expressions used in those conversations +</p> <p>Training in speaking</p>	<p>Tests :Oral and written daily : & monthly</p>

		structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation		strategies Explain solve exercises	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 speaking strategies and the expressions used in those conversations + Training in speaking strategies Explain solve exercises	Tests :Oral and written daily : & monthly

11. Course Evaluation

The annual grade consists of two components:

- 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.
- 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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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 skills English Pronunciation in use (self-study and classroom)
Electronic References, Websites	BBC Learning English • EngVid • English Resource Lab

1. Program Description

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

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

<p>English language.</p>	<ul style="list-style-type: none"> - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. <p>4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills Learning Outcomes	
<ul style="list-style-type: none"> - 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. 	<p>1. **writing correct sentences skills: **</p> <ul style="list-style-type: none"> - 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. <p>2. **speaking and listening skills: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, 	<p>1. **reading skills: **</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply

<p>guiding them through mechanical reading, reading techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> – 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. 	<p>and effectively.</p> <ul style="list-style-type: none"> – Learning advanced reading strategies such as text analysis, content prediction, and inference. – Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> – 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. <p>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.</p>
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Ethics	Learning Outcomes
<ul style="list-style-type: none"> – The student should describe the importance of learning the English language. – The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> – 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> – Engaging actively in activities that reflect social interaction and collaboration with classmates. – Enhancing communication skills and fostering positive social relationships within the classroom. <p>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</p>

	community and collaboration within their academic environment.
<ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. Promoting Discipline and Quietness in the Classroom: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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.

3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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.

6. 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).

7. 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.

8. 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 / mohammedqais.env.hum@uodiyala.edu.iq	
8. Course Objectives	
Course Objectives	<ul style="list-style-type: none"> • 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	<p>1) Teaching Methods</p> <ul style="list-style-type: none"> • Learn about different teaching methods, their advantages and disadvantages. • Understand the role of the instructor in each method. <p>2) Curriculum vs. Syllabus</p>

- 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	3	General Terms in Teaching Methods	Definitions of Basic Terms	Face-to-face lecture	Oral and written assessments
Second	3	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	3	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	3	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	3	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	3	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	3	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	3	Measure students' knowledge and comprehension of the material through testing.	Monthly Exam1	Face-to-face lecture	Formal Written Test
Ninth	3	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	3	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	3	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	3	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	3	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	3	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	3	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	3	Measure students' knowledge and comprehension of the material through testing.	Monthly Exam2	Face-to-face lecture	Formal Written Test
Seventeenth	3	Student's Perception of	Total Physical	Face-to-	Oral and

		the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Response	face lecture	written assessments
Eighteenth	3	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	3	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	3	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	3	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-Second	3	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	3	Measure students' knowledge and comprehension of the material through testing.	Monthly Exam1	Face-to-face lecture	Formal Written Test
Twenty-Fourth	3	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	3	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	3	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-Seventh	3	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-Eighth	3	Student's Perception of	Difference	Face-to-	Oral and

		the Teacher's Role in This Method, Its Advantages and Disadvantages/Objectives	Between Syllabus and Curriculum	face lecture	written assessments
Twenty-Ninth	3	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	3	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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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)	<p>A. Techniques and Principles in Language Teaching. By Diane Larsen-Freeman and Marti Anderson. (2000) 3rd edition. Oxford University Press.</p> <p>B. Trends in ELT Syllabus Design. By: Prof. Shatha Al-Saadi. (2012).</p>
Main references (sources)	<p>A. Methods of Teaching English to Arab Students. By: Nejat Al-Mutawa and Taseer Kailani (1989). Longman.</p> <p>B. Richards Jack and Raymond Renandya (2002). Methodology in Language Teaching: An Anthology of Current Practice. Cambridge: Cambridge University Press.</p>

	<p>C. Practical English Language Teaching. By: David Nunan (ed.) (2003) . Boston : McGraw Hill</p> <p>D. Curriculum Development in Language Teaching. By: Jack C. Richards (2001) Cambridge: Cambridge UP.</p> <p>E. Approaches and Methods in Language Teaching. By: Jack C. Richards and Theodore S. Rodgers (1986). Cambridge: Cambridge UP.</p>
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	<p>Oxford University Press Website: https://elt.oup.com/teachers/tplt/</p> <p>Online Retailers: https://www.amazon.com/dp/0194423603</p> <p>Book Review: scholarship.richmond.edu</p>

1. Program Description

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

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

<p>English language.</p>	<ul style="list-style-type: none"> - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. <p>4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills Learning Outcomes	
<ul style="list-style-type: none"> - 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. 	<p>1. **writing correct sentences skills: **</p> <ul style="list-style-type: none"> - 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. <p>2. **speaking and listening skills: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, 	<p>1. **reading skills: **</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply

<p>guiding them through mechanical reading, reading techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> – 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. 	<p>and effectively.</p> <ul style="list-style-type: none"> – Learning advanced reading strategies such as text analysis, content prediction, and inference. – Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> – 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. <p>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.</p>
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Ethics	Learning Outcomes
<ul style="list-style-type: none"> – The student should describe the importance of learning the English language. – The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> – 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> – Engaging actively in activities that reflect social interaction and collaboration with classmates. – Enhancing communication skills and fostering positive social relationships within the classroom. <p>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</p>

	community and collaboration within their academic environment.
<ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. Promoting Discipline and Quietness in the Classroom: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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.

3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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				
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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.
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 1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.
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results to improve their performance.

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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.

6. 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).

7. 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.

8. 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	<p>Understanding the fundamental characteristics of the Victorian novel is a li</p> <p>historical and cultural background, and distinctive literary styles.</p> <p>Analyzing Victorian novel texts to comprehend their themes, symbols char</p> <p>relationships between characters and the presented themes.</p> <p>Developing critical reading skills and critical thinking in dealing with Victori</p> <p>analyze structure, language, and cultural context.</p>
9. Teaching and Learning Strategies	
Strategy	<p>Close Reading: Encourage students to engage in close reading of Victor devices, themes, character development, and plot intricacies. This strat deeper into the text and analyze its complexities.</p> <p>Discussion and Debate: Foster class discussions and debates on key the issues presented in Victorian novels. Encourage students to express the interpretations, while also challenging them to defend their arguments</p> <p>Comparative Analysis: Explore connections between Victorian lit ratur genres. Comparative analysis can help students recognize similar ties a the evolution of literary themes and techniques over time.</p>

10. Course Structure				
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method
First	3	Introduction of Victorian age	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 Exam
Eighth	3	Novel Explanation	Theory practice	Discussion
Ninth	3	Monthly Exam	Monthly Exam	Monthly Exam
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 Exam
Fourteenth	3	Monthly Exam	Monthly Exam	Monthly Exam
Fifteenth	Term Holiday	Term Holiday	Term Holiday	Term Holiday
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

Twenty-Second	3	Monthly Exam	Monthly Exam	Monthly Exam
Twenty-Third	3	Novel Explanation	Theory practice	Monthly Exam
Twenty-Fourth	3	Novel Explanation	Theory practice	Discussion
Twenty-Fifth	3	Novel Explanation	Theory practice	Discussion
Twenty-Sixth	3	Novel Explanation	Theory practice	Discussion
Twenty-Seventh	3	Novel Explanation	Theory practice	Discussion
Twenty-Eighth	3	Novel Explanation	Theory practice	Discussion
Twenty-Ninth	3	Novel Explanation	Theory practice	Discussion
Thirtieth	3	Monthly Exam	Monthly Exam	Monthly 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 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. Example:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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)	Victorian Literature
Main references (sources)	1-English Poetry: The Sixteenth Century:) Compiled and Introduced by: alJubori Dr. Khalid Mahir A. W. Al- wakil Dr. Issa n Al- Seventeenth Century: Compiled and Introduced by: A. W.
Recommended books and references (scientific journals, reports...)	The McCraw-Hill Guide to English Literature: Volume 1.
Electronic References, Websites	https://en.wikipedia.org/wiki/English_Wikipedia https://www.poemhunter.com/

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Third	---	Romantic and Victorian Poetry	2	0

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English

<p>teaching and assessing the English language.</p>	<p>language and world literature.</p> <ul style="list-style-type: none"> - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. <p>4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills Learning Outcomes	
<ul style="list-style-type: none"> - 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. 	<p>1. **writing correct sentences skills: **</p> <ul style="list-style-type: none"> - 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. <p>2. **speaking and listening skills: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with 	<p>1. **reading skills: **</p>

<p>reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills.</p> <p>– 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.</p>	<ul style="list-style-type: none"> – 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. <p>2. writing skills:</p> <ul style="list-style-type: none"> – 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. <p>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.</p>
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Ethics	Learning Outcomes
<ul style="list-style-type: none"> – The student should describe the importance of learning the English language. – The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> – 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> – Engaging actively in activities that reflect social interaction and collaboration with classmates. – Enhancing communication skills and fostering positive social relationships within the classroom. <p>These aspects of learning contribute to students' overall development, enabling them to navigate various social and</p>

	professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.
<ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. Promoting Discipline and Quietness in the Classroom: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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.

3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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.

6. 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).

7. 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.

8. 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)	
60 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	<ol style="list-style-type: none"> 1. Introducing romantic and Victorian poetry and recognizing the characteristics of Poetry in the two periods and the major differences between them. 2. Learn 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 making 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 period	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 of Victorian Poetry	Introduction to Victorian Poetry	Get Knowledge about the transformation of concept of poetry	Discussion and questioning
seventeenth	2 hours	Main Features of Victorian Poetry	Introduction to Victorian Poetry		Discussion and questioning
Eighteenth	2 hours	Tennyson's Poetry	Tithonus	Close reading And textual	Discussion and

				analysis	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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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.</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

	<p>4. Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills	Learning Outcomes
<ul style="list-style-type: none"> - 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. 	<p>1. writing correct sentences skills: **</p> <ul style="list-style-type: none"> - 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. <p>2. speaking and listening skills: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, guiding them through mechanical reading, reading 	<p>1. reading skills: **</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis,

<p>techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> – 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. 	<p>content prediction, and inference.</p> <ul style="list-style-type: none"> – Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> – 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. <p>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.</p>
Ethics Learning Outcomes	
<ul style="list-style-type: none"> – The student should describe the importance of learning the English language. – The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> – 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> – Engaging actively in activities that reflect social interaction and collaboration with classmates. – Enhancing communication skills and fostering positive social relationships within the classroom. <p>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.</p>
<ul style="list-style-type: none"> – The student should 	<p>1. Promoting Discipline and Quietness in the Classroom:</p>

<p>encourage their classmates to maintain quietness in the classroom.</p> <ul style="list-style-type: none"> - The student should appreciate the contributions of scholars and theorists in the development of the language. 	<ul style="list-style-type: none"> - 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. <p>2. **Appreciating the Contributions of Scholars and Thinkers: **</p> <ul style="list-style-type: none"> - 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.
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3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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.

6. 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).

7. 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.

8. 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:	
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	<ul style="list-style-type: none"> - Introducing students to the prescribed writing methods at this stage - Empowering students to enhance their knowledge of writing issues related to prescribed vocabulary - Students become familiar with the core academic writing concepts specified at this stage - Students are able to apply writing rules to the vocabulary they are learning.....
9. Teaching and Learning Strategies	
Strategy	<p>Cognitive Objectives</p> <ul style="list-style-type: none"> - 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 language. <p>B. Special Skills Objectives of the Course</p> <ul style="list-style-type: none"> - 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 working on a research paper or thesis, which must be 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 important chapters and side topics that should also be 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 Summarizing	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 Learning	Practical and Theoretical
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.	Combining sources 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 conclusion	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 incorporated into practical research to give a comprehensive 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.	Comparison 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
Thirteenth	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
Fourteenth	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
Sixteenth	2	=====	Test		
Seventeenth	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
Eighteenth	2	Types of articles and how to write them.	Articles Caution	Lecturing and Discussion	Conducting Test
Nineteenth	2	Linking tools, nouns, verbs, and how to use them to link a paragraph or sentence	Conjunction Nouns and Verbs	Lecturing Discussion	Conducting exam
Twentieth	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-Eighth	2	A statement to the student on how to write an extended essay and what are the contents that	Longer Essay	Lecturing Discussion	Conducting test

Eight		should be included in it			
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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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)

Fourth stage

1. Program Description

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

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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.</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

	<p>4. Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills Learning Outcomes	
<ul style="list-style-type: none"> - 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. 	<p>1. writing correct sentences skills:</p> <ul style="list-style-type: none"> - 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. <p>2. speaking and listening skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, guiding them through mechanical reading, reading 	<p>1. reading skills:</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis,

<p>techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> – 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. 	<p>content prediction, and inference.</p> <ul style="list-style-type: none"> – Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> – 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. <p>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.</p>
Ethics Learning Outcomes	
<ul style="list-style-type: none"> – The student should describe the importance of learning the English language. – The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> – 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> – Engaging actively in activities that reflect social interaction and collaboration with classmates. – Enhancing communication skills and fostering positive social relationships within the classroom. <p>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.</p>
<ul style="list-style-type: none"> – The student should 	<p>1. Promoting Discipline and Quietness in the Classroom:</p>

<p>encourage their classmates to maintain quietness in the classroom.</p> <ul style="list-style-type: none"> - The student should appreciate the contributions of scholars and theorists in the development of the language. 	<ul style="list-style-type: none"> - 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. <p>2. **Appreciating the Contributions of Scholars and Thinkers: **</p> <ul style="list-style-type: none"> - 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.
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3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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.

6. 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).

7. 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.

8. 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:	
30/3/2024	
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	<ul style="list-style-type: none"> • Preparing student capabilities of designing test in English language • •
9. Teaching and Learning Strategies	
Strategy	The ability to distinguish between what is correct and acceptable and wrong and not acceptable in 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			
Twenty-Second	2	practicum			
Twenty-Third	2	practicum			
Twenty-Fourth	2	practicum			
Twenty-Fifth	2	practicum			
Twenty-Sixth	2	practicum			
Twenty-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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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	

1. Program Description

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

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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.</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

	<p>4. Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills	Learning Outcomes
<ul style="list-style-type: none"> - 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. 	<p>1. writing correct sentences skills:</p> <ul style="list-style-type: none"> - 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. <p>2. speaking and listening skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, guiding them through mechanical reading, reading 	<p>1. reading skills:</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis,

<p>techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> - 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. 	<p>content prediction, and inference.</p> <ul style="list-style-type: none"> - Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Ethics Learning Outcomes	
<ul style="list-style-type: none"> - The student should describe the importance of learning the English language. - The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> - 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. <p>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.</p>
<ul style="list-style-type: none"> - The student should 	<p>1. Promoting Discipline and Quietness in the Classroom:</p>

<p>encourage their classmates to maintain quietness in the classroom.</p> <ul style="list-style-type: none"> - The student should appreciate the contributions of scholars and theorists in the development of the language. 	<ul style="list-style-type: none"> - 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. <p>2. **Appreciating the Contributions of Scholars and Thinkers: **</p> <ul style="list-style-type: none"> - 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.
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3. 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.

4. 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.

5. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
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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	<p>1. Knowledge and understanding of linguistic grammatical rules.</p> <p>2. Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles.</p> <p>3. Understand the uses and patterns of sentences in the English language.</p>
2. Teaching and Learning Strategies	
Strategy	<p>- A detailed explanation of the topic by the teacher in different ways to attract the students' attention.</p> <p>Question and discussion method</p> <p>Brainstorming method</p>

3. Course Structure					
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Clause patterns	Chapter 7: the simple sentence	Explanation and discussion and brainstorming	Assignment – Participation in discussion and answering questions in class
Second	3	Clause elements semantically considered	Clause elements semantically considered	Explanation and discussion and brainstorming	Assignment – Participation in discussion and answering questions in class
Third	3	Subject-person- pronouns	Concord	Explanation and discussion and brainstorming	Assignment – Participation in discussion and answering questions in class
Fourth	3	Forms of vocatives	Vocative	Explanation and discussion and brainstorming	Assignment – Participation in discussion and answering questions in class
Fifth	3	Non-assertive forms Scope of negation Focus of negation	Negation	Explanation and discussion and brainstorming	Assignment – Participation in discussion and answering questions in class

					questions in class
Sixth	3		Monthly Ex		
Seventh	3	Statement types of questi	Statement, Question, Commands Exclamatio	Explanation discussion and brainstormi	Assignme - Participa in da discussio and answ questions in class
Eighth	3	Types commands exclamation	Commands and Exclamatio	Explanation discussion and brainstormi	Assignme - Participa in da discussio and answ questions in class
Ninth	3	Types Formulae, aphoristic sentences block language	Formulae	Explanation discussion and brainstormi	Assignme - Participa in da discussio and answ questions in class
Tenth	3	Finite and finite and verb clauses	Chapter The comp sentence	Explanation discussion and brainstormi	Assignme - Participa in da discussio and answ questions in class
Eleventh	3		Monthly ex		
Twelfth	3	Subject/ DO/ IO / OC/adju conjunct/ disju	Functional classificati of dependen clauses	Explanation discussion and brainstormi	Assignme - Participa in da discussio and answ questions

					in class
Thirteenth	3	Adverbial clauses/ comparative clauses/ concessive clauses	Functional classification of dependent clauses	Explanation and discussion and brainstorming	Assignment – Participate in daily discussion and answer questions in class
Fourteenth	3	Mid year vacation	Mid year vacation		
Fifteenth	3	Mid year vacation	Mid year vacation		
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		
Twenty-Second	3	That clause/ interrogative clause/ yes, interrogative clauses	Nominal clauses	Explanation and discussion and brainstorming	Assignment – Participate in daily discussion and answer questions in class
Twenty-Third	3	Nominal relative clauses/ infinitive nominal clauses/ Nominating clauses/ Participle infinitive verbless clause	Nominal clauses 2	Explanation and discussion and brainstorming	Assignment – Participate in daily discussion and answer questions in class
Twenty-Fourth	3	Clauses of time/ place/ condition/ concession/	Adverbial clauses	Explanation and discussion and brainstorming	Assignment – Participate in daily discussion and answer questions

					in class
Twenty-Fifth	3	Clauses of reason or circumstances/ purpose/ result/ proportion preferences	Adverbial clauses 2	Explanation discussion and brainstorming	Assignment – Participate in daily discussion and answer questions in class
Twenty-Sixth	3	Monthly exam	Monthly exam		
Twenty-Seventh	3	Ellipsis comparative sentences/ Enough and too	Comparative sentences	Explanation discussion and brainstorming	Assignment – Participate in daily discussion and answer questions in class
Twenty-Eight	3	Comment clause	Comment clauses	Explanation discussion and brainstorming	Assignment – Participate in daily discussion and answer questions in class
Twenty-Ninth	3	Present tense subordinators/ modal past	The phrase dependent clauses	Explanation discussion and brainstorming	Assignment – Participate in daily discussion and answer questions in class
Thirtieth	3	Back- shift other changes/ model auxiliary and indirect speech/ indirect speech	Direct indirect speech	Explanation discussion and brainstorming	Assignment – Participate in daily discussion and answer questions in class

4. 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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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

5. Learning and Teaching Resources

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

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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.</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

	<p>4. Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills	Learning Outcomes
<ul style="list-style-type: none"> - 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. 	<p>1. writing correct sentences skills:</p> <ul style="list-style-type: none"> - 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. <p>2. speaking and listening skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, guiding them through mechanical reading, reading 	<p>1. reading skills:</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis,

<p>techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> - 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. 	<p>content prediction, and inference.</p> <ul style="list-style-type: none"> - Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Ethics Learning Outcomes	
<ul style="list-style-type: none"> - The student should describe the importance of learning the English language. - The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> - 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. <p>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.</p>
<ul style="list-style-type: none"> - The student should 	<p>1. Promoting Discipline and Quietness in the Classroom:</p>

<p>encourage their classmates to maintain quietness in the classroom.</p> <ul style="list-style-type: none"> - The student should appreciate the contributions of scholars and theorists in the development of the language. 	<ul style="list-style-type: none"> - 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. <p>2. **Appreciating the Contributions of Scholars and Thinkers: **</p> <ul style="list-style-type: none"> - 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.
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3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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.

6. 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).

7. 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.

8. 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	<ul style="list-style-type: none"> -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 ideas 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	<ul style="list-style-type: none"> - 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 introduction linguistics	Brainstorming Discussion	homework Attending and participating in the lecture answer the questions
Second	3	Semantics and concepts	Semantics	Introducing the topic - Discussion - Extracting concepts	homework Attending and participating in the lecture answer the questions
Third	3	Lexical relations	Lexical Relations	Introducing the topic - Discussion - Extracting concepts	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 topic - Discussion - Extracting concepts	homework Attending and participating in the lecture answer the questions
Sixth	3	Testing students' understanding and understanding	First month exam	/	/
Seventh	3	Discourse analysis its methods	Discourse and Analy	Introducing the topic - Discussion - Extracting concepts	homework Attending and participating in the lecture answer the questions
Eighth	3	Conversation and analysis	Conversation Analysis	Introducing the topic - Discussion - Extracting concepts	homework Attending and participating in the lecture answer the questions
Ninth	3	Testing students' understanding and understanding	Second month exam	/	/
Tenth	Mid-term Holiday				
Eleventh					
Twelfth	3	Introducing the topics	General Introduction	Introducing the topic - Discussion - Extracting concepts	homework Attending and participating in the lecture answer questions

Thirteenth	3	Explaining how language is acquired	First Acquisition	Introducing the topic - Discussion - Extracting concepts	homework Attending and participating in the lecture answer questions
Fourteenth	3	Explaining the stages that the child goes through to acquire language	The acquisition stages	Introducing the topic - Discussion - Extracting concepts	homework Attending and participating in the lecture answer the questions
Fifteenth	3	How scientists divide child's age of acquisition	The Acquisition Schedule	Introducing the topic - Discussion - Extracting concepts	homework Attending and participating in the lecture answer the questions
Sixteenth	3	How the child develops his language	The acquisition process	Introducing the topic - Discussion - Extracting concepts	homework Attending and participating in the lecture answer the questions
Seventeenth	Practicum				
Eighteenth					
Nineteenth					
Twentieth					
Twenty-First					
Twenty-Second	3	How to acquire a second language	Second Acquisition	Introducing the topic - Discussion - Extracting concepts	homework Attending and participating in the lecture answer the questions
Twenty-Third	3	Learning the methods of learning second language	Focus on Method	Introducing the topic - Discussion - Extracting concepts	homework Attending and participating in the lecture answer the questions
Twenty-Fourth	3	Testing students' understanding and understanding	first month exam	\	\
Twenty-Fifth	3	Understanding relationship between language and culture	Language and Culture	Introducing the topic - Discussion - Extracting concepts	homework Attending and participating in the lecture answer the questions
Twenty-Sixth	3	Understanding linguistic relativity	Linguistic Relativity	Introducing the topic - Discussion - Extracting concepts	homework Attending and participating in the lecture answer the questions
Twenty-Seventh	3	Identifying cognitive categories	Cognitive Categories	Introducing the topic - Discussion - Extracting concepts	homework Attending and participating in the lecture answer the questions
Twenty-Eighth	3	Understanding gender effect on language	Gendered Speech	Introducing the topic - Discussion - Extracting concepts	homework Attending and participating in the

					lecture answer the questions
Twenty-Ninth	3	Testing students' understanding and understanding	second month exam	\	\
Thirtieth	3	Reviewing the chapters of the book	Rapid Review	Introducing the topic - Discussion - Extracting concepts	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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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.</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

	<p>4. Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills Learning Outcomes	
<ul style="list-style-type: none"> - 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. 	<p>1. writing correct sentences skills:</p> <ul style="list-style-type: none"> - 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. <p>2. speaking and listening skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, guiding them through mechanical reading, reading 	<p>1. reading skills:</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis,

<p>techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> - 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. 	<p>content prediction, and inference.</p> <ul style="list-style-type: none"> - Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
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Ethics	Learning Outcomes
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<ul style="list-style-type: none"> - The student should describe the importance of learning the English language. - The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> - 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. <p>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.</p>
<ul style="list-style-type: none"> - The student should 	<p>1. Promoting Discipline and Quietness in the Classroom:</p>

<p>encourage their classmates to maintain quietness in the classroom.</p> <ul style="list-style-type: none"> - The student should appreciate the contributions of scholars and theorists in the development of the language. 	<ul style="list-style-type: none"> - 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. <p>2. **Appreciating the Contributions of Scholars and Thinkers: **</p> <ul style="list-style-type: none"> - 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.
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3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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.

6. 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).

7. 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.

8. 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 (4 th 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 a	Oral

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

					exam
Twenty-First	2	Skill A	Speaking ch1	Listening a discussion	Oral discussion
Twenty-Second	2	Skill B	Speaking ch1	Listening a discussion	Oral discussion
Twenty-Third	2	Skill C	Speaking ch1	Listening a discussion	Oral discussion
Twenty-Fourth	2		Exam		Listening and written exam
Twenty-Fifth	2	Skill D	Speaking ch1	Listening a discussion	Oral discussion
Twenty-Sixth	2	Skill E	Speaking ch1	Listening a discussion	Oral discussion
Twenty-Seventh	2	Skill F	Speaking ch1	Listening a discussion	Oral discussion
Twenty-Eight	2		REVIEW	Listening a 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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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	

1. Program Description

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

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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.</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

	<p>4. Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills	Learning Outcomes
<ul style="list-style-type: none"> - 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. 	<p>1. writing correct sentences skills:</p> <ul style="list-style-type: none"> - 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. <p>2. speaking and listening skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, guiding them through mechanical reading, reading 	<p>1. reading skills:</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis,

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<ul style="list-style-type: none"> – The student should describe the importance of learning the English language. – The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> – 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> – Engaging actively in activities that reflect social interaction and collaboration with classmates. – Enhancing communication skills and fostering positive social relationships within the classroom. <p>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.</p>
<ul style="list-style-type: none"> – The student should 	<p>1. Promoting Discipline and Quietness in the Classroom:</p>

<p>encourage their classmates to maintain quietness in the classroom.</p> <ul style="list-style-type: none"> - The student should appreciate the contributions of scholars and theorists in the development of the language. 	<ul style="list-style-type: none"> - 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. <p>2. **Appreciating the Contributions of Scholars and Thinkers: **</p> <ul style="list-style-type: none"> - 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.
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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.

6. 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).

7. 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.

8. 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	<ul style="list-style-type: none"> • - Raising awareness about the importance of literary material and appreciating it. • - Fostering positive interaction with life events and ways to confront human challenges. • - Identifying the most important global literary figures and the impact of their writings on sensory appreciation of the reader, as well as judgments and derived lessons •
9. Teaching and Learning Strategies	
Strategy	Preparation of university students psychologically and culturally to derive lessons and insights from novels and human stories, and applying these lessons to the best of their ability in daily life, considering their impact on the human psyche, whether positively or negatively

Additionally, enhancing literary skills to write short stories with social objectives and moral content, aiming to increase 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 the time period of the novel.	Lord of the Flies	Theoretical visual.	"Writing analytical article
Second	3	The life of the author, their literary philosophy, an overview of the novel and its characters.	Lord of the Flies	Theoretical visual.	Writing analytical article
Third	3	Connecting the culture specific to the novel society with global current events.	Lord of the Flies	Theoretical visual.	quiz
Fourth	3	Reviewing the political and social philosophy, the events in the novel for the first chapter."	Chapter one	Theoretical visual.	Oral Questions Answers
Fifth	3	The social and family background of the main characters in the novel and its relation to events of the story	Chapter Two	Critical Analysis	Monthly Exam
Sixth	3	The human nature, good and evil, analyzing psychologically, linking this nature to religious and moral motivations.	Chapter Two	Theoretical visual.	Asking discussion questions.
Seventh	3	Examining the religious influence and its impact on social and moral consciousness, relying on characters from the novel as living examples.	Chapter Three	Theoretical reading and video evidence	Writing inferential article
Eighth	3	Emphasizing the meaning of ideal leadership and selection of a character with charisma who represents all society	Chapter Four	Theoretical reading and video evidence.	Asking discussion questions

		classes as the representation, rely on the main character of the novel.			
Ninth	3	Emphasizing meanings of good and evil, and the triumph of the former despite hardships and harsh conditions.	Chapter Five	Theoretical reading and video evidence.	Asking direct questions
Tenth	3	The first monthly test: Evaluating student comprehension, analysis, and objective criticism skills.	Test on the previous five chapters.	Written Exam	Exam
Eleventh	3	Reminding of the presence of divine justice despite the passage of time and difficulties, and belief in the principle of reward and punishment.	Chapter six and Seven	Discussion	Asking direct questions
Twelfth	3	The importance of human principles and the consistency of standards regardless of circumstances.	Chapter Eight and Nine	Discussion	Writing a one-page article.
Thirteenth	3	Reinforcing faith in divine power and enhancing self-confidence and belief in it in the face of change, while maintaining principles and values.	Chapter Ten	Discussion	Asking direct questions
Fourteenth	3	The second monthly test: Assessing students' comprehension, analysis, and objective criticism skills.	Test on the remaining chapters of the Novel	Written test	Test
Fifteenth	3	Introduction to the history of the novel, reasons for being written, and the political, social, ethical, and economic motivations behind the author's writing the novel.	Animal Farm	Theoretical explanation of historical background.	Asking direct questions
Sixteenth	3	Understanding the surrounding circumstances that influenced the political society, which directed	Chapter One	Theoretical reading and video evidence."	Asking direct questions

		affected the choice of non-realistic characters (animals instead of real characters (humans			
Seventeenth	3	Introducing the goal of the Russian Revolution in 1917 and the impact of the Marxist concept and other political movements that emerged, such as communism, socialism, and capitalism	Chapter Two	Theoretical reading and video evidence."	Writing an article
Eighteenth	3	Reminding of the hypocrisy of global political movements whose economies prioritize theoretical ideals over practical individual lives.	Chapter Three	Theoretical reading and video evidence."	Examining student orally
Nineteenth	3	The shift of goals from general to specific when personal benefits replace public interests, emphasizing political hypocrisy when slogans change to suit individual interests rather than the public good	Chapter Four	Theoretical reading and 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 and video evidence."	Quiz
Twenty-First	3	The monthly test: Evaluating students comprehension, analysis, and object criticism skills	Test on the previous five chapters	Written Test	Test
Twenty-Second	3	The necessity of confronting injustice and not succumbing to the negatives of society	Chapter Six	Theoretical reading and video evidence."	Asking direct questions
Twenty-Third	3	Evaluating political hypocrisy and finding rational solutions to minimize its negative	Chapter Seven	Theoretical reading and video evidence."	Writing a one-page article

		effects on society			
Twenty-Fourth	3	Directing student always be sincere dealing with ones individuals, society	Chapter eight	Theoretical reading and vi evidence."	Asking questions
Twenty-Fifth	3	The importance of education at all time and in various circumstances	Chapter Nine	Theoretical reading and vi evidence."	Asking questions
Twenty-Sixth	3	Ethical standards unaffected by changing interests a societal circumstance and ethical standards that become clear when individual interests outweigh public interests	Review of chapter and 9	Discussion	Asking questions
Twenty-Seventh	3	Reminding of divine justice concerning reward and punishment	Chapter Ten	Theoretical reading and vi evidence."	Writing a o page article."
Twenty-Eight	3	Continuous assessment	Chapter Eleven	Theoretical reading and vi evidence."	Asking questions
Twenty-Ninth	3	Reviewing the moral objectives and goals derived from the novel and their application in practical life	Whole novel	Explanation analysis	Asking questions
Thirtieth	3	The second monthly test: Assessing students' comprehension, analysis, and object criticism skills	Testing student with 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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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 Golding
Animal Farm by George Orwell

Main references (sources)	Lord of the Flies by William Golding 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

1. Program Description

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

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

<p>English language.</p>	<ul style="list-style-type: none"> - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. <p>4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills Learning Outcomes	
<ul style="list-style-type: none"> - 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. 	<p>1. **writing correct sentences skills: **</p> <ul style="list-style-type: none"> - 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. <p>2. **speaking and listening skills: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, 	<p>1. **reading skills: **</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply

<p>guiding them through mechanical reading, reading techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> - 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. 	<p>and effectively.</p> <ul style="list-style-type: none"> - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
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Ethics	Learning Outcomes
<ul style="list-style-type: none"> - The student should describe the importance of learning the English language. - The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> - 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. <p>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</p>

	community and collaboration within their academic environment.
<ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. Promoting Discipline and Quietness in the Classroom: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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.

3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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				
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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.
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 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.
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results to improve their performance.

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

6. 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).

7. 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.

8. 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.

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- 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.

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				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	<ol style="list-style-type: none"> 1. Helping students understand the fundamental characteristics of modern poetry, including the poetic styles and techniques used in crafting modern poems. 2. Developing students' skills in reading and analyzing modern poetry, including poetic structure, linguistic expression, symbolism, and contemporary themes. 3. Enhancing the ability for creative expression and critical thinking through the development of poetic writing skills.
9. Teaching and Learning Strategies	
Strategy	Analyzing poems through discussion involves reading poems to students and discussing their meanings, forms, and poetic devices. Some guided questions to help students achieve a deeper understanding of the poem are:

10. Course Structure				
Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method
First	2	The characteristics of modern Poetry	PowerPoint	Discussion
Second	2	The Symbolist 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 the Items + Exam
Ninth	2	The Imagist movement	Review of above Items + Term Exam	Review of the Items + Term Exam
Tenth	2	The love song of J Alfred Prufrock	PowerPoint	Discussion
Eleventh	2	The love song of J Alfred Prufrock	PowerPoint	Discussion
Twelfth	2	The love song of J Alfred Prufrock	PowerPoint	Discussion
Thirteenth	2	The Georgian School	PowerPoint	Discussion
Fourteenth	2	The Listeners	PowerPoint	Discussion
Fifteenth	2	Review of the above Items + Exam	Review of above Items + Exam	Review of the Items + Exam
Sixteenth	Term Holiday	Term Holiday	Term Holiday	Term Holiday
Seventeenth	Term Holiday	Term Holiday	Term Holiday	Term Holiday
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
Twenty-Second	2	Fern Hill	PowerPoint	Discussion
Twenty-Third	2	Fern Hill	PowerPoint	Discussion
Twenty-Fourth	2	The movement	PowerPoint	Discussion
Twenty-Fifth	2	At Grass	PowerPoint	Discussion
Twenty-Sixth	2	Review of the above Items + Exam	Review of above Items Exam	Review of the Items + Exam

Twenty-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 Items+ Exam	Review of the above Items+ Exam	Review of the above 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 and monthly 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. For example:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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)	An Anthology of Modern Poetry By J. M. Mehdi Internet Encyclopedia of Modernism
Main references (sources)	
Recommended books and references (scientific journals, reports...)	"-1Frost:lover's Quarrel ,The Journal of the American Arts,101,2012 "-2Paracelsus:The Dreamy Few",Al-Ma'moon College Journal,7,2007 "-3Thyrsis:Permanence", Ma'moonUniversity Journal
Electronic References, Websites	مواقع مختلفة

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
Fourth Year		Course title Practicum and Classroom Practices	theoretical	practical
			2	1

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

<p>English language.</p>	<ul style="list-style-type: none"> - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. <p>4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills Learning Outcomes	
<ul style="list-style-type: none"> - 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. 	<p>1. **writing correct sentences skills: **</p> <ul style="list-style-type: none"> - 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. <p>2. **speaking and listening skills: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, 	<p>1. **reading skills: **</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply

<p>guiding them through mechanical reading, reading techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> – 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. 	<p>and effectively.</p> <ul style="list-style-type: none"> – Learning advanced reading strategies such as text analysis, content prediction, and inference. – Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> – 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. <p>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.</p>
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Ethics	Learning Outcomes
<ul style="list-style-type: none"> – The student should describe the importance of learning the English language. – The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> – 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> – Engaging actively in activities that reflect social interaction and collaboration with classmates. – Enhancing communication skills and fostering positive social relationships within the classroom. <p>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</p>

	community and collaboration within their academic environment.
<ul style="list-style-type: none"> - 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. 	<ol style="list-style-type: none"> 1. Promoting Discipline and Quietness in the Classroom: <ul style="list-style-type: none"> - 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: <ul style="list-style-type: none"> - 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.

3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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.

6. 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).

7. 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.

8. 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	<ul style="list-style-type: none"> • To gain practical experience based on the understanding and application of theoretical knowledge. • To observe the analysis of and solutions to problems arising in professional work settings. • To interact with colleagues in a professional work environment. • To participate in a representative range of professional activities in the work setting. • To develop a professional self-awareness.
9. Teaching and Learning Strategies	
Strategy	<ul style="list-style-type: none"> • 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.
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	Undergraduate Practicum Course
Main references (sources)	<ul style="list-style-type: none"> - Harmer, J. (1999) The Practice of English Language Teaching . London: Longman. - Scrivener. (2012) Classroom Management Techniques. Cambridge: Cambridge University Press.
Recommended books and references (scientific journals, reports...)	Wong, H.K. (2009) The First Days of Sch 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

1. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

2. Expected learning outcomes of the program

Knowledge	Learning Outcomes
<p>1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language.</p> <p>2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts.</p> <p>3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions.</p> <p>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.</p>	<p>1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: **</p> <ul style="list-style-type: none"> - 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. <p>2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: **</p> <ul style="list-style-type: none"> - 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. <p>3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: **</p> <ul style="list-style-type: none"> - 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.

	<p>4. Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
Skills Learning Outcomes	
<ul style="list-style-type: none"> - 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. 	<p>1. writing correct sentences skills: **</p> <ul style="list-style-type: none"> - 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. <p>2. speaking and listening skills: **</p> <ul style="list-style-type: none"> - 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. <p>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.</p>
<ul style="list-style-type: none"> - Providing students with reading skills and strategies, guiding them through mechanical reading, reading 	<p>1. reading skills: **</p> <ul style="list-style-type: none"> - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis,

<p>techniques, and vocabulary usage skills.</p> <ul style="list-style-type: none"> – 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. 	<p>content prediction, and inference.</p> <ul style="list-style-type: none"> – Enhancing vocabulary skills by acquiring new words and applying them in reading. <p>2. writing skills:</p> <ul style="list-style-type: none"> – 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. <p>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.</p>
Ethics Learning Outcomes	
<ul style="list-style-type: none"> – The student should describe the importance of learning the English language. – The student should participate in departmental activities. 	<p>1. Understanding the Importance of Learning English:</p> <ul style="list-style-type: none"> – 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. <p>2. Participation in Classroom and Extracurricular Activities:</p> <ul style="list-style-type: none"> – Engaging actively in activities that reflect social interaction and collaboration with classmates. – Enhancing communication skills and fostering positive social relationships within the classroom. <p>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.</p>
<ul style="list-style-type: none"> – The student should 	<p>1. Promoting Discipline and Quietness in the Classroom:</p>

<p>encourage their classmates to maintain quietness in the classroom.</p> <ul style="list-style-type: none"> - The student should appreciate the contributions of scholars and theorists in the development of the language. 	<ul style="list-style-type: none"> - 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. <p>2. **Appreciating the Contributions of Scholars and Thinkers: **</p> <ul style="list-style-type: none"> - 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.
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3. 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.

4. 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.

5. 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			<u>44</u>	<u>5</u>
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.

6. 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).

7. 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.

8. 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	<ul style="list-style-type: none">- 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	<ul style="list-style-type: none"> - Detailed Explanation of the Material - Asking Questions that needs Analysis to Students - Participating Students in Explaining the Material
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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	<ul style="list-style-type: none"> - Homework - Attending and participating in the lecture - Answer the questions
Second	2	Knowledge of Terminology Related to Translation	Different Terminologies	<ul style="list-style-type: none"> - Introducing the Topic - Discussion - Extracting concept 	<ul style="list-style-type: none"> - Homework - Attending and participating in lecture - Answer the questions
Third	2	Understanding Types of Translation	Literary and Free Translation	<ul style="list-style-type: none"> - Introducing the Topic - Discussion - Extracting concepts 	<ul style="list-style-type: none"> - Homework - Attending and participating in lecture - Answer the questions
Fourth	2	Understanding Types of Translation	Literary and Free Translation	<ul style="list-style-type: none"> - Introducing the Topic - Discussion - Extracting concept 	<ul style="list-style-type: none"> - Homework - Attending and participating in the lecture - Answer the questions
Fifth	2	Identifying the styles of Translation and limiting them and classifying them into	Styles and Components	<ul style="list-style-type: none"> - Introducing the Topic - Discussion - Extracting concept 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Introducing the Topic - Discussion - Extracting conce 	<ul style="list-style-type: none"> - Homework - Attending and participating in the lecture - Answer the questions
Eighth	2	How to Use Dictionaries	Finding the word for translation	<ul style="list-style-type: none"> - Introducing the Topic - Discussion - Extracting conce 	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - Introducing the Topic - Discussion - Extracting conce 	<ul style="list-style-type: none"> - Homework - Attending and participating in the lecture - Answer the questions
Thirteenth	2	Transliteration and Translation Differences	What is Transliteration?	<ul style="list-style-type: none"> - Introducing the Topic - Discussion - Extracting conce 	<ul style="list-style-type: none"> - Homework - Attending and participating in the lecture - Answer the questions
Fourteenth	2	Transliteration of Islamic Terms	Methods of Transliterating	<ul style="list-style-type: none"> - Introducing the Topic - Discussion - Extracting conce 	<ul style="list-style-type: none"> - Homework - Attending and participating in the lecture - Answer the questions
Fifteenth	2	Translation of Idioms	Different Idioms	<ul style="list-style-type: none"> - Introducing the Topic - Discussion - Extracting conce 	<ul style="list-style-type: none"> - 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					
Twenty-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
Twenty-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:

$$\text{Annual Grade} = (0.4 * \text{Yearly Grade}) + (0.6 * \text{Final Exam Grade})$$

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

