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

2024-2025

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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
Second year	-----	Adult Education	2	0

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process.

	- Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading.

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

- The student should appreciate the contributions of scholars and theorists in the development of the language.	- Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

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

10. Evaluation methods

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

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				

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

Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				
Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

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:
Adults education
2. Course Code:
-----
3. Semester / Year:
2024-2025
4. Description Preparation Date:
26/9/2024
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: Assist. Instr. Mohammed Q. Abdul Raheem mohammedq.en.hum@uodiyala.edu.iq Assist. Instr. Asrar Hameed Salman asrar.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**1. Develop students' potential, enabling them to face the future with confidence and determination.** **2. Prepare adult students for leadership and service in their chosen vocation.** **3. Apply critical thinking and reasoning skills to identify problems and to develop problem-solving abilities.** **4. Apply theoretical knowledge to solve real-life problems through teamwork within the context of an active learning environment.** **5. Facilitate social development and effectiveness in interpersonal relationships through developing personal values and constructive attitudes toward work, other people, and the quality of life.** **6. Form a broad base for a detailed study in a major discipline while giving new perspectives on the world of ideas.** **7. Foster and promote a sense of ethics and values to be applied in the students' personal and professional lives.** **8. Develop written and oral communication skills.**

9. Teaching and Learning Strategies

Strategy	• E-learning method using PowerPoint • Method of questioning and discussion • Brainstorming method • Inquiry-based investigation

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	8	Teaching adults today	Teaching adults today	Lecturing a Discussion	Conducting tests
Second	8	Exploring the context of your teaching	Exploring the context of your teaching	Lecturing a Discussion	Conducting tests
Third	8	A contract to learn	A contract to learn	Lecturing a Discussion	Conducting tests
Fourth	8	A contract to learn	A contract to learn	Lecturing a Discussion	Conducting tests
Fifth	8	Perceptions of adult education	Perceptions of adult education	Lecturing a Discussion	Conducting tests
Sixth	8	Adult education	Adult education	Lecturing a Discussion	Conducting tests
Seventh	8	General characteristics adult student learners	General characteristics adult student learners	Lecturing a Discussion	Conducting tests
Eighth	8	The nature of learning	The nature of learning	Lecturing a Discussion	Conducting tests
Ninth	8	Diversity of way of learning	Diversity of way of learning	Lecturing a Discussion	Conducting tests
Tenth	8	From learning t teaching	From learning t teaching	Lecturing a Discussion	Conducting tests
Eleventh	8	The uniqueness of adult learnin	The uniqueness of adult learnin	Lecturing a Discussion	Conducting tests
Twelfth	8	Pause for thoug	Pause for thoug	Lecturing a Discussion	Conducting tests
Thirteenth	8	Aims, goals and objectives	Aims, goals and objectives	Lecturing a Discussion	Conducting tests
Fourteenth	8	Widening the goals	Widening the goals	Lecturing a Discussion	Conducting tests

Fifteenth	8	The adult learning group	The adult learning group	Lecturing a Discussion	Conducting tests
Sixteenth	8	Forming the group The teacher and the group	Forming the group The teacher and the group	Lecturing a Discussion	Conducting tests
Seventeenth	8	Roles and the teacher	Roles and the teacher	Lecturing a Discussion	Conducting tests
Eighteenth	8	Resistance to change	Resistance to change	Lecturing a Discussion	Conducting tests
Nineteenth	8	Teaching: conte and methods	Teaching: conte and methods	Lecturing a Discussion	Conducting tests
Twentieth	8	Curriculum	Curriculum	Lecturing a Discussion	Conducting tests
Twenty-First	8	Methods	Methods	Lecturing a Discussion	Conducting tests
Twenty-Secor	8	Blocks to learni	Blocks to learni	Lecturing a Discussion	Conducting tests
Twenty-Third	8	Self-perception factors	Self-perception factors	Lecturing and Discussion	Conducting tests
Twenty-Four	8	Some sources o emotional diffi culty	Some sources o emotional diffi culty	Lecturing a Discussion	Conducting tests
Twenty-Fifth	8	Evaluation	Evaluation	Lecturing a Discussion	Conducting tests
Twenty-Sixth	8	Practices	Practices	Lecturing a Discussion	Conducting tests
Twenty-Seven	8	Participation	Participation	Lecturing a Discussion	Conducting tests
Twenty-Eight	8	Participation as increasing cont over the proces	Participation as increasing cont over the proces	Lecturing a Discussion	Conducting tests
Twenty-Ninth	8	programmes	programmes	Lecturing a Discussion	Conducting tests
Thirtieth	8	The invisible teacher of adult	The invisible teacher of adult	Lecturing a Discussion	Conducting tests

11. Course Evaluation

The annual grade consists of two components:

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Gebhard, Jerry G. (2009). Teaching English as a Foreign Second Language: Self – Development and Methodology Guide. 2nd ed. USA: University of Michigan Press
Main references (sources)	Gebhard, Jerry G. (2009). Teaching English as a Foreign Second Language: Self – Development and Methodology Guide. 2nd ed. USA: University of Michigan Press
Recommended books and references (scientific journals, reports…)	None
Electronic References, Websites	None

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Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(here write the class)	-----	(Assessment)	2	0

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities.

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

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

- The student should appreciate the contributions of scholars and theorists in the development of the language.	2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

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

10. Evaluation methods

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

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			48	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				

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

Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				
Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				
Assist. Prof. Dr. Nuha Amir Kamel	English	Methodology				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.

3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

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

- Professional Development:

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

- Program Monitoring and Evaluation:

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

- Academic and Professional Guidance:

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

12. Acceptance Criterion

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

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

13. The most important sources of information about the program

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

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.
  - Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.
  - Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.
- Third Stage: Plan Implementation
  - Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.
  - Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.
  - Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

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

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

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

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

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

Course Description Form

1. Course Name:
Assessment
2. Course Code:
–––––
3. Semester / Year:
2024–2025
4. Description Preparation Date:
16/9/2024
5. Available Attendance Forms:
Fourth Stage
6. Number of Credit Hours (Total) / Number of Units (60)
Total hours per year
7. Course administrator's name (mention all, if more than one name)
Name: Assist. Prof. Dr. Nuha Amir Kamel Email: nuha.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**Preparing students proficient in designing tests in the English language**

9. Teaching and Learning Strategies

Strategy	"The ability to distinguish between what is linguistically correct and acceptable, and what is incorrect and unacceptable." "Introducing the student to the subject of assessments a enabling them to use topics appropriately."

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	6	Use it developing graduation projects.	Evaluation	Attendance lecture	Attendanc test

Second	6	Use it in developi graduation projects	Assessment	Attendance lecture	Attendanc test
Third	6	Use it in developi graduation projec	Testing	Attendance lecture	Attendanc test
Fourth	6	Use it in developi graduation projects	Characteristics A Good Test	Attendance lecture	Attendanc test
Fifth	6	Use it in developi graduation projec	Testing Listenin	Attendance lecture	Attendanc test
Sixth	6	Use it in developi graduation projec	Testing Speakin	Attendance lecture	Attendanc test
Seventh	6	Use it in developir graduation projec	Testing Reading	Attendance lecture	Attendanc test
Eighth	6	Use it in developir graduation projec	Testing Writing	Attendance lecture	Attendanc test
Ninth	6	Use it in developin graduation projects	Testing Gramma	Attendance lecture	Attendanc test
Tenth	6	Use it in developin graduation projects	Testing Vocabulary	Attendance lecture	Attendanc test
Eleventh	6	Use it in developin graduation projects	Techniques of Test	Attendance lecture	Attendanc test
Twelfth	6	Use it in developin graduation projects	Approaches of language Testing	Attendance lecture	Attendanc test
Thirteenth	6	Use it in developin graduation projects	Designing of language Testing	Attendance lecture	Attendanc test
Fourteenth	6	Use it in developin graduation projects	Assessing Listening	Attendance lecture	Attendanc test
Fifteenth	6	Use it in developin graduation projects	Assessing Speaking	Attendance lecture	Attendanc test
Sixteenth	6	Use it in developin graduation projects	Assessing Readi	Attendance lecture	Attendanc test
Seventeenth	6	Use it in developin graduation projects	Assessing Writin	Attendance lecture	Attendanc test
Eighteenth	6	Use it in developin graduation projects	Term Exam	Attendance lecture	Attendanc test
Nineteenth	6	Term Exam			
Twentieth					

Twenty-First					
Twenty-Secor					
Twenty-Third					
Twenty-Fourt					
Twenty-Fifth					
Twenty-Sixth					
Twenty-Sever					
Twenty-Eight					
Twenty-Ninth					
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 contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	- Language Testing by Tim McNamara & - Assessment and Testing by Doug Brown
Main references (sources)	
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	1.

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

2024-2025

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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

1. Program Vision

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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.

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- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
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- 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, Ministry of Education

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
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Department Requirements	28	124	72.95%	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(4th Classes)	-----	(Advanced Listening and Speaking)	2	

8. Expected learning outcomes of the program

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

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

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

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

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

11. Faculty

Faculty Members

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

	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**47**	**5**
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				

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

Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				
Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

Professional Development

Mentoring new faculty members

− Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the

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

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

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

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

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

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

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

- Developing Educational and Teaching Strategies:

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

- Assessing Learning and Teaching Outcomes:

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

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

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

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

12. Acceptance Criterion

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

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**

- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

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

14. Program Development Plan

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

- Second Stage: Setting Objectives and Strategies

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

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

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

- Third Stage: Plan Implementation

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

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

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

- Fourth Stage: Continuous Monitoring and Improvement

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

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

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

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

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

Course Description Form

1. Course Name:
ADVANCED LISTENING AND SPEAKING
2. Course Code:
-----
3. Semester / Year:
2024-2025
4. Description Preparation Date:
16/9/2024
5. Available Attendance Forms:
4th year classes
6. Number of Credit Hours (Total) / Number of Units (Total)
60
7. Course administrator's name (mention all, if more than one name)
Name: INS. EMAD AHMED FARHOOD Assist.Inst. Muthana Kareem Muhaisen Email: immad.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 Strategies, Role-playing, and Discussion - The Strategy of Learning Based on Auditory Focus - The Strategy of Oral Communication and Commenta in Light of the Topic of the Auditory Context
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Main idea	Ch1 skill A	Listening ar	Oral discussion
Second	2	Understanding deta	Ch1 skill B	Listening a	Oral discussion
Third	2	DTERMINING REASONS	Ch1 skill C	Listening a	Oral discussion
Fourth	2		Exam		Listening a written exa
Fifth	2	REVIEW	Ch1 skill A-C	Listening a	Oral discussion
Sixth	2	SEQUENCE	Ch1 skill D	Listening a	Oral discussion
Seventh	2	REFERENCE	Ch1 skill E	Listening a	Oral discussion
Eighth	2	INFERENCE	Ch1 skill	Listening a	Oral discussion
Ninth	2	Cause and effect	Ch1 skill F	Listening a	Oral discussion
Tenth	2	Review	Ch1 skill D-F	Listening a	Oral discussion
Eleventh	2		exam		Listening a written exa
Twelfth	2	Main idea	Ch2 skill A	Listening a	Oral discussion
Thirteenth	2	Understanding deta	Ch2 skill B	Listening a	Oral discussion
Fourteenth	2	DTERMINING REASONS	Ch2 skill C	Listening a	Oral discussion
Fifteenth	2	REVIEW	Ch2 skill A-C	Listening a	Oral discussion
Sixteenth	2	SEQUENCE	Ch2 skill D	Listening a	Oral discussion
Seventeenth	2	REFERENCE	Ch2 skill E	Listening a	Oral discussion
Eighteenth	2	INFERENCE	Ch2 skill F	Listening a	Oral discussion
Nineteenth	2	Review			
Twentieth	2		Exam		Listening a written exa

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 and discussion	Oral discussion
Twenty-Fourth	2		Exam		Listening a written exa
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 EX		Oral discussion
Thirtieth	2		LISTENING FINAL EXAM		Oral discussion

11. Course Evaluation

The annual grade consists of two components:

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

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

12. Learning and Teaching Resources

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

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

2024-2025

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: 16/9/2024
File Completion Date: 17/9/2024

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2024

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2024

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2024
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean
Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	6	12	7%	-----
College Requirements	12	38	22.35%	-----

Department Requirements	**28**	**124**	**72.95%**	-----
Summer Training	-----	-----	-----	-----
Other	-----	-----	-----	-----

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(here write the class)	-----	(here write the course name)		

8. Expected learning outcomes of the program

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

methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations.

	These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: **

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

9. **Teaching and Learning Strategies**

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

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

10. Evaluation methods

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

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				

Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Instr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				

Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				

Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				
Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.

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

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

- Developing Educational and Teaching Strategies:

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

- Assessing Learning and Teaching Outcomes:

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

- Professional Development:

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

- Program Monitoring and Evaluation:

1. Evaluation of Development Programs: Regularly evaluating the effectiveness of development and educational programs and making necessary improvements.

2. Progress Monitoring: Monitoring the implementation of educational and teaching strategies and evaluating their impact on learning quality and student performance.

- Academic and Professional Guidance:

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

12. Acceptance Criterion

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

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

13. The most important sources of information about the program

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

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

14. Program Development Plan

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

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

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

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

- Fourth Stage: Continuous Monitoring and Improvement

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

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

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

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

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

Course Description Form

1. Course Name:
Drama
2. Course Code:
–––––
3. Semester / Year:
2024–2025
4. Description Preparation Date:
16/9/2023
5. Available Attendance Forms:
Second 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: Zeena Salim Hammoudi Email: Zeena.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	1.

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 basic theatrical terminology	Definitions theatrical terms	Uploading video, audio and written lectures, discussion an dialogue, or showing a fil	Attending and participating i the lecture-homework

Second		Understanding and knowledge basic theatrical terminology	Definitions of theatrical terms	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lecture homework
Third		Understanding and knowledge basic theatrical terminology	Definitions theatrical terms	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Fourth		Understanding and knowledge basic theatrical terminology	An introductory introduction to the era and the plays discussed in the fir chapter	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Fifth		Understanding play, identifying contributions of writer, a developing th ability to anal and criticize	The stronger	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Sixth		Understanding play, identifying contributions of writer, a developing th ability to anal and criticize	The stronger	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Seventh		Understanding th play, identifying t contributions of i writer, and developing their ability to analyze and criticize	The stronger	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Eighth		The ability to understand and memorize definitions and t ability to analyz and criticize the play	First month exam the first semester	/	Examination

Ninth		Understanding th play, identifying contributions of i writer, and developing their ability to analyze and criticize	Riders to the Sea	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Tenth		Understanding th play, identifying contributions of i writer, and developing their ability to analyze and criticize	Riders to the Sea	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Eleventh		Understanding th play, identifying contributions of i writer, and developing their ability to analyze and criticize	Riders to the Sea	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Twelfth		Understanding th play, identifying contributions of i writer, and developing their ability to analyze and criticize	Act without words	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Thirteenth		Understanding th play, identifying contributions of i writer, and developing their ability to analyze and criticize	Act without words	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Fourteenth		Understanding th play, identifying contributions of i writer, and developing their ability to analyze and criticize	Act without words	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Fifteenth		The ability to understand and memorize definitions and t ability to analyz and criticize the play	The second month exam for the first semester	/	Examination

Sixteenth		Identify the characteristics c the Elizabethan era	An introductory introduction to the playwright, Christopher Marlowe, his litera status, and his literary contributio	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Seventeenth		Identify the characteristics c the Elizabethan era	An introductory introduction to the playwright, Christopher Marlowe, his litera status, and his literary contributio	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Eighteenth		Getting to know the writer of the play, Christophe Marlowe, his literary status a his literary contributions	Chorus Speech and First Scene Doctor Faustus is in his library evaluating five doctorates	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Nineteenth					
Twentieth		Understanding t play, identifying the contributior of its writer, and developing thei ability to analyz and criticize	Scene Four and Sc Five of the Jester a Faustus' Servant	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Twenty-First		Understanding t play, identifying the contributior of its writer, and developing thei ability to analyz and criticize	Scene Six: Faus with Mephistophe and the angel, good and the bad	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Twenty-Second		The ability to analyze and criticize the play	Exam of the f month of the seco semester	/	Examination
Twenty-Third		Understanding t play, identifying the contributior of its writer, and developing thei ability to analyz and criticize	Scene Seven: Doc Faustus goes to Pope's co (Religious Criticisn	Uploading video, audio and written lectures, discussion and dialogue, or showing a film	Attending a participating the lectu homework

Twenty-Fourth		Understanding t play, identifying the contributior of its writer, and developing thei ability to analyz and criticize	Scene Eight: T comic scene betwe Ralph and Robin	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Twenty-Fifth		Understanding t play, identifying the contributior of its writer, and developing thei ability to analyz and criticize	Scenes Nine, Ten, a Eleven: Doc Faustus' Visit to Emperor's Pal (Political Criticism	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Twenty-Sixth		Understanding t play, identifying the contributior of its writer, and developing thei ability to analyz and criticize	Scene Eleven Twe The comic scene the horse	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Twenty-Seventh		Understanding t play, identifying the contributior of its writer, and developing thei ability to analyz and criticize	Scene Thirte Doctor Faustus' V to the Court of Du Vanholt (Politi Criticism)	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Twenty-Eight		Understanding t play, identifying the contributior of its writer, and developing thei ability to analyz and criticize	Scene fourteen a fifteen	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Twenty-Ninth		Understanding t play, identifying the contributior of its writer, and developing thei ability to analyz and criticize	The last scene	Uploading video, audio a written lectures, discussion a dialogue, showing a filı	Attending a participating the lectu homework
Thirtieth		The ability to understand and memorize definitions and t ability to analyz and criticize the play	Exam of the second mor of the secon 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:

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	-- One Act-plays - -
Main references (sources)	arlow: The Tragical History of Doctor Faustus ıristopher Marlow: Doctor - Faustus by Ramji Lal -Doctor Faustus: Note
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	1.

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

2025

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: 16/9/2024
File Completion Date: 17/9/2024

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2024

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2024

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2024
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean
Prof. Luay Sayhoud Fawwaz (Ph.D.)

1. Program Vision

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

2. Program Mission

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

3. Program Objectives

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

4. Program Accreditation

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

None

5. Other external influences

Is there a sponsor for the program?

Ministry of Higher Education and Scientific Research

6. Program Structure

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

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

7. Program Description

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

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language.

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

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

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

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

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			44	5
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				

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

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

Professional Development

Mentoring new faculty members

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

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

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

- Developing Educational and Teaching Strategies:

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

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.

2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

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

- Program Monitoring and Evaluation:

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

- Academic and Professional Guidance:

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

12. Acceptance Criterion

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

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**

- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

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

14. Program Development Plan

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

- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.
  - Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.
  - Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.
- Third Stage: Plan Implementation
  - Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.
  - Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.
  - Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.
- Fourth Stage: Continuous Monitoring and Improvement
  - Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.
  - Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.
  - Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with

market requirements and provide training and employment opportunities for students.

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

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

Course Description Form

1. Course Name:
Drama
2. Course Code:
–––––
3. Semester / Year:
2024–2025
4. Description Preparation Date:
16/9/2025
5. Available Attendance Forms:
Third Year
6. Number of Credit Hours (Total) / Number of Units (Total)
(90)hr.
7. Course administrator's name (mention all, if more than one name)
Name: Asst.Prof Susan Raheem Rahman Jaf (Ph.D.) Email: susan.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	• Develop listening and speaking skills • Improving students ability' to communicate effectively in spoken language with a reasonable degree of fluency and accuracy in different social settings and genres Various social meetings • Increase fluency and confidence in speaking and Familiarizing students with the ways native speakers pronounce and enunciate different language units. • Developing students' abilities to assimilate meaning and comprehend maximum number of

	sentences in natural contexts.

9. Teaching and Learning Strategies

Strategy	• Encouraging active listening: Teach students active listening techniques such as maintaining eye contact, asking questions, and paraphrasing to ensure comprehension. • Pair and group discussions: Encourage students to engage in conversations with their peers, actively listening and responding to each other. • Role-playing exercises: Use role-playing to simulate real-life situations and enhance listening skills. • Audio recordings and podcasts: Play audio recordings or podcast that require active listening and comprehension. • Engaging in meaningful conversations: Create opportunities for students to engage in conversations that promote critical thinking and expression of ideas. • Common use of phrases used on a daily basis among native speakers of the language. • Providing linguistic support and correct instructions to students regarding vocabulary, grammar, and adaptation to different accents. • Urging students to participate in direct communication by training students to express their opinion and disagreement with other speakers. • Increase cultural awareness by discussing cultural topics of multiple sources and differences. • Resolving exercises , assignments and small class discussions.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Understanding an knowledge of bas theatrical terminology	Definitions theatrical terms	Uploading vid audio and writ lectures, discussion dialogue, showing a film	Attending and participating i the lecture via t electronic clas homework
Second	2	Understanding th features of the ag		=	=

			Traditions Features, costumes		
Third	2	Understanding th play and the play writhe achievements	*Hamlet*	=	=
Fourth	2	Explain important featu of the theater In Elizabethan Age	An introducto about Shakespea ' theater	=	=
Fifth	2	Explain Shakespeare's contribution in thea	Tragedy Play Comedy Play Historical Play	=	=
Sixth	2	Understanding main themes in play and scenes	The opening scer	=	=
Seventh	2	=	theenunnery scer	=	=
Eighth	2	First Exam- F term		=	=
Ninth	2		The Closet scene	=	=
Tent	2		The Grave dig scene	=	=
Eleventh	2		The last scene	=	=
Twelfth	2	Identify characteristics of tragic her Shakespeare's Plays	Is Hamlet a tra hero?	=	=
Thirteen	2	Identify Ham madness	Is Hamlet really a mad person?	=	=
Fourteenth	2	Identify the role women Elizabethan age	Ophelia & Gertru	=	=
Fifteenth	2	Second Exam- F Term			
Sixteenth	2	Identify the characteristics of the comedy in Elizabethan era	An introductory William Shakespeare's comedy plays		=
Seventeenth	2	Identify the characteristics of the comedy in Elizabethan era	*Twelfth Night*	=	=
Eighteenth	2	Explain the theme	Love Social classes	=	=

			Gender Disguises		
Nineteenth	2	Understanding play, identifying contributions of writer, a developing th ability to analy and criticize	Act one Drowning	=	
Twentieth	2	Understanding play, identifying contributions of writer, a developing th ability to analy and criticize	Act Two Disguises	=	=
Twenty-First	2	Understanding play, identifying contributions of writer, a developing th ability to analy and criticize	Act Three Massagesand revenge	=	=
venty-Second	2	Understanding play, identifying contributions of writer, a developing th ability to analy and criticize	Act Four Duel	Play audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Test s :Oral and writt :en daily & mon thly
Twenty-Third	2	First Exam Second Term			
wenty-Fourth	2	Understanding play, identifying contributions of writer, a developing th ability to analy and criticize	The last scene The happy endin	=	=
Twenty-Fifth	2	Understanding play, identifying contributions of writer, a developing th ability to analy and criticize	The effect of Mainer charact in the play	=	=
Twenty-Sixth	2	Understanding play, identifying contributions of	The important the ma	=	=

		writer, a developing th ability to analyze and criticize	characters in play		
enty-Seventh	2	Understanding play, identifying contributions of writer, a developing th ability to analy and criticize	The importance Malvalio	=	=
Twenty-Eight	2	Understanding play, identifying contributions of writer, a developing th ability to analy and criticize	What is the relat between the end of the play and meaning	=	=
Twenty-Ninth	2	Review			
Thirtieth	2	Second Exam Second Term			

11. Course Evaluation

The annual grade consists of two components:

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	One Act-plays
Main references (sources)	William Shakespeare: *Hamlet* lliam Shakespeare: *Twelfth Night* -
Recommended books and references (scientific journals, reports…)	Developing Reading and speaking k English Pronunciation in use (self-t and classroom)
Electronic References, Websites	/www.sparknotes.com/shakespea-e amlet/plot-analysis .com/guides/hamlet/summary/ha t_summary.htm#google_vignette

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

2024-2025

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: 16/9/2024
File Completion Date: 17/9/2024

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2024

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2024

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2024
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean
Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(here write the class)	-----	(here write the course name)		

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities.

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

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

- The student should appreciate the contributions of scholars and theorists in the development of the language.	2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

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

10. Evaluation methods

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

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Dr. 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				
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Instr. Dr. Abdul Hadi Dhiya	English	Literature				
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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				
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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				
Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.

3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

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

- Professional Development:

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

- Program Monitoring and Evaluation:

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

- Academic and Professional Guidance:

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

12. Acceptance Criterion

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

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

13. The most important sources of information about the program

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

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.
  - Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.
  - Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.
- Third Stage: Plan Implementation
  - Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.
  - Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.
  - Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

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

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

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

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

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

Course Description Form

1. Course Name:
Drama
2. Course Code:
-----
3. Semester / Year:
2024-2025
4. Description Preparation Date:
16/9/2023
5. Available Attendance Forms:
All Students of the Fourth stage should attend lectures
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. Nahidh Falih Sulaiman (Ph.D) Email: nahidh.en.hum@uodiyala.edu.iq

8. Course Objectives

Course Objectives	**1. Enable the students to understand modern drama.** **2. Form the students' ability of literary thinking.** **3. Understand the main elements of modern literary schools**

9. Teaching and Learning Strategies

Strategy	1. Open discussion 2. Presenting acts via data show

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Understanding,Analyzing, Criticizing	Arms and the Man	Lecture& and performances	Quizzes, papers and discussion
Second	3	Understanding,Analyzing, Criticizing	Arms and the Man	Lecture& and performances	Quizzes, papers and discussion
Third	3	Understanding,Analyzing, Criticizing	Arms and the Man	Lecture& performances	Quizzes, pap and discussion

Fourth	3	Understanding,Analyzing, Criticizing	Arms and the Man	Lecture& performances	Quizzes, pap and discussion
Fifth	3	Understanding,Analyzing, Criticizing	Arms and the Man	Lecture& performances	Quizzes, pap and discussion
Sixth	3	Understanding,Analyzing, Criticizing	Arms and the Man	Lecture& performances	Quizzes, pap and discussion
Seventh	3	Understanding,Analyzing, Criticizing	Arms and the Man	Lecture& performances	Quizzes, pap and discussion
Eighth	3	Understanding,Analyzing, Criticizing	Arms and the Man	Lecture& performances	Quizzes, pap and discussion
Ninth	3	Understanding,Analyzing, Criticizing	Arms and the Man	Lecture& performances	Quizzes, pap and discussion
Tenth	3	Understanding,Analyzing, Criticizing	Arms and the Man	Lecture& performances	Quizzes, pap and discussion
Eleventh	3	Understanding,Analyzing, Criticizing	Arms and the Man	Lecture& performances	Quizzes, pap and discussion
Twelfth	3	Understanding,Analyzing, Criticizing	Arms and the Man	Lecture& performances	Quizzes, pap and discussion
Thirteenth	3	Understanding,Analyzing, Criticizing	Arms and the Man	Lecture& performances	Quizzes, pap and discussion
Fourteenth	3	Understanding,Analyzing, Criticizing	Arms and the Man	Lecture& performances	Quizzes, pap and discussion
Fifteenth	3	Understanding,Analyzing, Criticizing	Arms and the Man	Lecture& performances	Quizzes, pap and discussion
Sixteenth	3	Understanding,Analyzing, Criticizing	Arms and the Man	Lecture& performances	Quizzes, pap and discussion
Seventeenth	3	Understanding,Analyzing, Criticizing	Arms and the Man	Lecture& performances	Quizzes, pap and discussion
Eighteenth	3	Understanding,Analyzing, Criticizing	Arms and the Man	Lecture& performances	Quizzes, pap and discussion
Nineteenth		**General Discussion & Students Assessment**			
Twentieth	3	Understanding,Analyzing, Criticizing	Waiting for Godot	Lecture& performances	Quizzes, papers discussions
Twenty-First	3	Understanding,Analyzing, Criticizing	Waiting for Godot	Lecture& performances	Quizzes, papers discussions
Twenty-Secon	3	Understanding,Analyzing, Criticizing	Waiting for Godot	Lecture& performances	Quizzes, papers discussions
Twenty-Third	3	Understanding,Analyzing, Criticizing	Waiting for Godot	Lecture& and performances	Quizzes, papers discussions
Twenty-Fourt	3	Understanding,Analyzing, Criticizing	Waiting for Godot	Lecture& performances	Quizzes, papers discussions
Twenty-Fifth	3	Understanding,Analyzing, Criticizing	Waiting for Godot	Lecture& performances	Quizzes, papers discussions
Twenty-Sixth	3	Understanding,Analyzing, Criticizing	Waiting for Godot	Lecture& performances	Quizzes, papers discussions
Twenty-Seven	3	Understanding,Analyzing, Criticizing	Waiting for Godot	Lecture& performances	Quizzes, papers discussions
Twenty-Eight	3	Understanding,Analyzing, Criticizing	Waiting Godot	Lecture& performances	Quizzes, papers discussions
Twenty-Ninth	3	Understanding,Analyzing, Criticizing	Waiting for Godot	Lecture& performances	Quizzes, papers discussions
Thirtieth		**General Discussion & Students Assessment**			

11. Course Evaluation

The annual grade consists of two components:

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

2. **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade.

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Bernard Shaw' s *Arms and the Man* & Samuel Becket's *Waiting for Godot*
Main references (sources)	
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	1. Libgen.net

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

2024-2025

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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(First)	-----	(Educational Psychology)		

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds.

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

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

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

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

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				

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

Assist. Instr. Elaf Saad Bustan	English	Methodology				
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Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				
Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	history	Methods of teaching history				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

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.
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Professional development of faculty members

- Identifying Needs and Setting Goals:

1. Needs Assessment: Conducting surveys and interviews with faculty members to identify their developmental and professional needs.
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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.
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:
Educational Psychology
2. Course Code:
–––––
3. Semester / Year:
2024–2025
4. Description Preparation Date:
16/9/2023
5. Available Attendance Forms:
here write the stage First
6. Number of Credit Hours (Total) / Number of Units (Total)
Total hours per year
7. Course administrator's name (mention all, if more than one name)
Name: odey taher mahmood Email: auday.ps.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**• Providing facts that can help the teacher** **in achieving his professional goals…..** **• Appreciating the importance of human relations inside** **classrooms in building students' personalities** **• Understanding the precise methods of judgment and estimating stude** **results….** **• Reaching the laws that govern behavior** **and the factors leading to this behavior** **• Controlling educational problems in different situations such as (treatm** **methods – psychological rehabilitation – choosing individuals for different j** **–** **education programs.**

9. Teaching and Learning Strategies

Strategy	• Theoretical lectures • Conducting educational discussions • Encouraging students to learn and explo knowledge on their own by visiting libraries and websites to gain additional knowledge of the stu materials.....

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Students' mast of this subject understanding theoretically practically, their ability perceive absorb it, transfo it into a sk understand it, transfer knowle to others	Historical developm of psychol Psychology in Isla heritage	Lecture, discussion and questioning	Monthly, semester and final achievement tests
Second	2	Students' mast of this subject understanding theoretically practically, their ability perceive absorb it, transfo it into a sk understand it, transfer knowle to others	The nature of psychology and its importance, its goals and fields	Lecture, discussion questioning	Monthly, semester final achievement tests
Third	2	Students' mast of this subject understanding theoretically practically, their ability	Psychology schools	Lecture, discussion questioning	Monthly, semester final achievement tests

		perceive absorb it, transfo it into a sk understand it, transfer knowle to others			
Fourth	2	Students' mast of this subject understanding theoretically practically, their ability perceive absorb it, transfo it into a sk understand it, transfer knowle to others	Branches of Psychology	Lecture, discussion questioning	Monthly, semester final achievement tests
Fifth	2	Students' mast of this subject understanding theoretically practically, their ability perceive absorb it, transfo it into a sk understand it, transfer knowle to others	Factors affect behavior The educatio process educational psychology Research methods psychology educational psychology	Lecture, discussion questioning	Monthly, semester final achievement tests
Sixth	2	Students' mast of this subject understanding theoretically practically, their ability perceive absorb it, transfo it into a sk understand it, transfer knowle to others	Meaning of attentio Attention derivative Factors affect attention	Lecture, discussion questioning	Monthly, semester final achievement tests
Seventh	2	Students' master of this subject a understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into	Sensory perception The meaning of sensation and perception Types of sensations Factors affecting sensation and perception	Lecture, discussion questioning	Monthly, semester final achievement tests

		skill, understanc and transfer knowledge to others			
Eighth	2	Students' master of this subject a understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understanc and transfer knowledge to others	The importance studying motivat and the nature motivation	Lecture, discussion questioning	Monthly, semester final achievement tests
Ninth	2	Students' master of this subject a understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understanc and transfer knowledge to others	Educational functi of motivation Strategy for stimulat students' motivation Towards learning	Lecture, discussion questioning	Monthly, semester final achievement tests
Tenth	2	Students' master of this subject a understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understanc and transfer knowledge to others	Remembering forgetting Types of mem (sensory memc short-term, long-ter	Lecture, discussion questioning	Monthly, semester final achievement tests
Eleventh	2	Students' master of this subject a understanding it theoretically and practically, and their ability to perceive and absorb it,	Factors affecting processes remembering forgetting	Lecture, discussion questioning	Monthly, semester final achievement tests

		transform it into skill, understand and transfer knowledge to others			
Twelfth	2	Students' master of this subject a understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand and transfer knowledge to others	Ways to improve the memory process	Lecture, discussion questioning	Monthly, semester final achievement tests
Thirteenth	2	Students' master of this subject a understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand and transfer knowledge to others	Interpretation of forgetfulness (its causes)	Lecture, discussion questioning	Monthly, semester final achievement tests
Fourteenth	2	Students' master of this subject a understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand and transfer knowledge to others	The concept of learning transfer and its types	Lecture, discussion questioning	Monthly, semester final achievement tests
Fifteenth	2	Students' master of this subject a understanding it theoretically and practically, and their ability to perceive and	The importance of studying the transfer learning	Lecture, discussion questioning	Monthly, semester final achievement tests

		absorb it, transform it into skill, understand and transfer knowledge to others			
Sixteenth	2	Students' master of this subject a understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand and transfer knowledge to others	How to benefit from the transition proces in the teaching and learning process	Lecture, discussion questioning	Monthly, semester final achievement tests
Seventeenth	2	Students' master of this subject a understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand and transfer knowledge to others	Feedback concept	Lecture, discussion questioning	Monthly, semester final achievement tests
Eighteenth	2	Students' master of this subject a understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand and transfer knowledge to others	The importance of studying feedback	Lecture, discussion questioning	Monthly, semester final achievement tests
Nineteenth					
Twentieth	2	Students' master of this subject a understanding it theoretically and practically, and	Meaning of thinking	Lecture, discussion questioning	Monthly, semester final achievement tests

		their ability to perceive and absorb it, transform it into skill, understand and transfer knowledge to others			
Twenty-First	2	Students' master of this subject a understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand and transfer knowledge to others	Types of thinking	Lecture, discussion questioning	Monthly, semester final achievement tests
Twenty-Second	2	Students' master of this subject a understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand and transfer knowledge to others	Ways to stimulate develop thinking	Lecture, discussion questioning	Monthly, semester final achievement tests
Twenty-Third	2	Students' master of this subject a understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand and transfer knowledge to others	Associative theo and their educatio applications (Pavl Skinner)	Lecture, discussion and questioning	Monthly, semester final achievement tests
Twenty-Fourth	2	Students' master of this subject a understanding it theoretically and	Insight The (Kohler)	Lecture, discussion questioning	Monthly, semester final

		practically, and their ability to perceive and absorb it, transform it into skill, understand and transfer knowledge to others			achievement tests
Twenty-Fifth	2	Students' master of this subject a understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand and transfer knowledge to others	The importance learning concepts	Lecture, discussion questioning	Monthly, semester final achievement tests
Twenty-Sixth	2	Students' master of this subject a understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand and transfer knowledge to others	Nature of learn concepts	Lecture, discussion questioning	Monthly, semester final achievement tests
Twenty-Seventh	2	Students' master of this subject a understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand and transfer knowledge to others	Generalization of concept Learn the concept	Lecture, discussion questioning	Monthly, semester final achievement tests
Twenty-Eight	2	Students' master of this subject a understanding it	Meaning individual differences	Lecture, discussion questioning	Monthly, semester final

		theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand and transfer knowledge to others			achievement tests
Twenty-Ninth	2	Students' master of this subject a understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand and transfer knowledge to others	The impact individual differen in learning	Lecture, discussion questioning	Monthly, semester final achievement tests
Thirtieth	2	Students' master of this subject a understanding it theoretically and practically, and their ability to perceive and absorb it, transform it into skill, understand and transfer knowledge to others	How to take individual differences i account in teaching	Lecture, discussion questioning	Monthly, semester final achievement tests

11. Course Evaluation

The annual grade consists of two components:

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

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	-Principles of Educational Psycholo (Fahim Hussein Al-Turahi, a Hussein Rabie Hammadi) -
Main references (sources)	Educational Psychology (Abo Majeed Nashawati)
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	Various communication sites (Goo and YouTube)

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

Academic Program and Course Description Guide

2024-2025

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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(here write the class)	-----	(here write the course name)		

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities.

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

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

- The student should appreciate the contributions of scholars and theorists in the development of the language.	2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

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

10. Evaluation methods

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

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				

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

Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				
Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

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:
An Introduction to ELT
2. Course Code:
–––––
3. Semester / Year:
2024–2025
4. Description Preparation Date:
16/9/2023
5. Available Attendance Forms:
Face to Face
6. Number of Credit Hours (Total) / Number of Units (Total)
450
7. Course administrator's name (mention all, if more than one name)
Name: A. Inst. Narges Abd Alkarim Ismail Email: narjisaljamour@gmail.com
8. Course Objectives

Course Objectives	**1. Enabling students to accurately understand the types of self–development methods of an English language teacher during the school year.** **2. We expect to know, distinguish and explore between methods of teaching the English language.** **3. All the different principles of teaching methods and techniques required during the school year.** **4. Requests from the classroom management application for the required method of teaching requests during the school year.** **5. Asking students to choose and apply effective strategies for the method required to teach students during the school year.** **6. Empowering students with methods of teaching the English language during the school year.** **7. Assess students' skills in using and applying traditional language teaching skills, strategies, and techniques.**

9. Teaching and Learning Strategies

Strategy	• E-learning method using PowerPoint • Method of questioning and discussion • Brainstorming method • Inquiry-based investigation

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation met
First	15	Psychological Principles	Psychological Principles	Lecturing a Discussion	Conducting tests
Second	15	Linguistic Principles	Linguistic Principles	Lecturing a Discussion	Conducting t
Third	15	Does self-Development ma a difference?	Introduction: A S – Development	Lecturing a Discussion	Conducting t
Fourth	15	What Factors Are Central to Teache Self-Developmen	What Factors Are Central to Teache Self-Developmen	Lecturing a Discussion	Conducting t
Fifth	15	Exploration of Teaching. What a Ways to Explore Teaching?	Exploration of Teaching. What a Ways to Explore Teaching?	Lecturing a Discussion	Conducting t
Sixth	15	How can Teacher explore Teaching through self-observations?	How can Teacher explore Teaching through self-observations?	Lecturing a Discussion	Conducting t
Seventh	15	How can Teacher explore Teaching through observation of other teachers?	How can Teacher explore Teaching through observation of other teachers?	Lecturing a Discussion	Conducting t
Eighth	15	How can Teacher explore Teaching through Talk?	How can Teacher explore Teaching through Talk?	Lecturing a Discussion	Conducting t
Ninth	15	How can Teacher explore Teaching through Journal?	How can Teacher explore Teaching through Journal?	Lecturing a Discussion	Conducting t
Tenth	15	EFL and ESL teaching settings'	EFL and ESL teaching settings'	Lecturing a Discussion	Conducting t
Eleventh	15	Comparison between EFL	Comparison between EFL	Lecturing a Discussion	Conducting t

		settings and ESL settings?	settings and ESL settings?		
Twelfth	15	What are the examples of EFL and ESL?	What are the examples of EFL and ESL?	Lecturing a Discussion	Conducting t sts
Thirteenth	15	Overlapping settings	Overlapping settings	Lecturing a Discussion	Conducting t sts
Fourteenth	15	Principles of EFL and ESL Teaching Teaching Langua as Communicatio among People.	Principles of EFL and ESL Teaching Teaching Langua as Communicatio among People.	Lecturing a Discussion	Conducting t sts
Fifteenth	15	What's the main goal of commutative competence?	What's the main goal of commutative competence?	Lecturing a Discussion	Conducting t sts
Sixteenth	15	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 a Discussion	Conducting t sts
Seventeenth	15	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 a Discussion	Conducting t sts
Eighteenth	15	What makes a classroom communicative?	What makes a classroom communicative?	Lecturing a Discussion	Conducting t sts
Nineteenth	15	What roles are native and near - native English EF / ESL teachers expected to play?	What roles are native and near - native English EF / ESL teachers expected to play?	Lecturing a Discussion	Condu ting tests
Twentieth	15	What are the problems which EFL and ESL teachers can face	What are the problems which EFL and ESL teachers can face	Lecturing a Discussion	Conducting t sts

Twenty-First	15	Classroom Management. Wh is classroom management	Classroom Management. Wh is classroom management	Lecturing a Discussion	Conducting t sts
Twenty-Secor	15	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 a Discussion	Conducting t sts
Twenty-Third	15	What Problems D Some EFL/ESL Teachers Have in managing classroom interaction ?	What Problems D Some EFL/ESL Teachers Have in managing classroom interaction ?	Lecturing and Discussion	Conducting t sts
Twenty-Fourt	15	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 Teacher	Lecturing a Discussion	Conducting t sts
Twenty-Fifth	15	What are the advantages and disadvantages of commercial Material?	What are authent Material? what ar types are availabl	Lecturing a Discussion	Conducting t sts
Twenty-Sixth	15	What are the advantages and disadvantages of using authentic Material and media?	How do EFL/ ESL Teachers use authentic Materia and media?	Lecturing a Discussion	Conducting t sts
Twenty-Seven	15	what kinds of Technology do EFL/ESL Teacher use?	What problems d some EFL/ESL Teachers have wi Material. Media, and Technology?	Lecturing a Discussion	Conducting t sts
Twenty-Eight	15	Culture and the Language Teache	Culture and the Language Teache	Lecturing a Discussion	Conducting t sts
Twenty-Ninth	15	What cultural definition and process do most	What cultural concepts can	Lecturing a Discussion	Conducting t sts

		expatriates experiences?	EFL/ESL Teacher teach students?		
Thirtieth	15	What cultural definition and process do most expatriates experiences?	What cultural concepts can EFL/ESL Teacher teach students?	Lecturing ar Discussion	Conducting tests

11. Course Evaluation

The annual grade consists of two components:

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

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Gebhard, Jerry G. (2009). Teaching English as a Foreign Second Language: Self – Development and Methodology Guide. 2nd ed. USA: University of Michigan Press
Main references (sources)	Gebhard, Jerry G. (2009). Teaching English as a Foreign Second Language: Self – Development and Methodology Guide. 2nd ed. USA: University of Michigan Press
Recommended books and references (scientific journals, reports…)	None
Electronic References, Websites	None

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

Academic Program and Course Description Guide

2024-2025

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

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

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities.

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

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

- The student should appreciate the contributions of scholars and theorists in the development of the language.	2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

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

10. Evaluation methods

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

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. NahidhFalehSulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. HaiderKhudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. LiqaaHabeebAbboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Dr. Muna HassibHweid	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. ZainabSaad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena SalimHammoudi	English	Drama				
Instr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul RazzaqAyadah	English	Novel				
Instr. Dr. Abdul HadiDhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. MayyadaKhudairYas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. ShurooqTalibJafar	English	Methodology				
Assist. Instr. HalaQahtanDawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-YamamaQais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				

Assist. Instr. ElafSaadBustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. RebeenBehrooz Ameen	English	Literature				
Assist. Instr. KawtharQahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. WaqidMakki Noman	English	Methodology				
Assist. Instr. MarwaTaha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. AlaaFadhil Ahmed	English	Linguistics				
Assist. Instr. ShahadZiadNaji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. AbeerHadiMukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				
Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

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 1
2. Course Code:
-----
3. Semester / Year:
2024-2025
4. Description Preparation Date:
16/9/2024
5. Available Attendance Forms:
1st year
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. Dr. Muna Haseeb Hwayed** Email: **muna.en.hum@uodiyala.edu.iq** Name: **Asst. Inst. Shahad Ziyad Naji** Email: shahad.env.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**• Provide a comprehensive understanding of basic English grammar rules.** **• Develop students' ability to apply basic grammatical rules in both written and spoken language.** **• Cultivate effective communication skills through a mastery of essential grammatical concepts.**
9. Teaching and Learning Strategies	
Strategy	• Lectures • Discussions • Group Activities • Practice Exercises • Student Presentations
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Knowledge Understanding u of be and have	Section One (be and have)	Providing fundamentals Encouraging students to participate	Doing homewor Attending and participating in lecture answering questions
Second	3	Knowledge and Understanding uses of this tense	Section Two (present tenses)	Introducing the topi - Discussion -Extracting concepts	Doing homewor Attending and participating in lecture answering questions
Third	3	Knowledge and Understanding future structure	Section Three (talking about the future)	Providing fundamentals Encouraging students to participate	Doing homewor Attending and participating in lecture answering questions
Fourth	3	Knowledge and Understanding uses of past tense	Section Four (past tenses)	Brainstorming Discussion	Doing homewor Attending and participating in lecture answering questions
Fifth	3	Knowledge and Understanding prefect structures	Section Five (perfect tenses)	Introducing the topi - Discussion -Extracting concepts	Doing homewor Attending and participating in lecture answering questions
Sixth	3	Knowledge and Understanding uses of modal verbs	Section Six (modal verbs)	Providing fundamentals Encouraging students to participate	Doing homewor Attending and participating in lecture answering questions
Seventh	3		First Monthly Exam		Written test
Eighth	3	Knowledge and Understanding passive structures	Section Seven (passives)	Introducing the topi - Discussion -Extracting concepts	Doing exercises participating answering the questions
Ninth	3	Knowledge and Understanding forming questions	Section Eight (questions)	Providing fundamentals Encouraging students to participate	Doing exercises participating answering the questions
Tenth	3	Knowledge and Understanding structuring negatives	Section Eight (negatives)	Introducing the topi - Discussion -Extracting concepts	participating answering the questions
Eleventh	3	Knowledge and Understanding	Section Nine (infinitives)	Providing fundamentals	Doing exercises

		uses of infinitives		Encouraging students to participate	
Twelfth	3	Knowledge and Understanding uses of gerund	Section Nine (–ing forms)	Introducing the topi - Discussion -Extracting concepts	Doing exercises participating answering the questions
Thirteenth	3	Knowledge and Understanding these structures	Section Ten (special structures with verbs)	Providing fundamentals Encouraging students to participate	participating answering the questions
Fourteenth	3	Knowledge and Understanding uses of in/definite articles	Section Eleven (articles: a/an and the)	Introducing the topi - Discussion -Extracting concepts	Doing exercises participating answering the questions
Fifteenth	3		Second Monthly Exam		Written test
Sixteenth	3	Knowledge and Understanding uses of determiners	Section Twelve (determiners)	Introducing the topi - Discussion -Extracting concepts	Doing exercises participating answering questions
Seventeenth	3	Knowledge and Understanding personal pronouns	Section Thirteen (personal pronouns	Providing fundamentals Encouraging students to participate	Doing exercises
Eighteenth	3	Knowledge and Understanding types of possessives	Section Thirteen (possessives	Introducing the topi - Discussion -Extracting concepts	participating answering the questions
Nineteenth	3	Knowledge and Understanding English nouns	Section Fourteen (nouns)	Providing fundamentals Encouraging students to participate	Doing exercises
Twentieth	3	Knowledge and Understanding Types of adjectives	Section Fifteen (adjectives)	Introducing the topi - Discussion -Extracting concepts	participating answering the questions
Twenty-First	3	Knowledge and Understanding uses of adverbs	Section Fifteen (adverbs)	Providing fundamentals Encouraging students to participate	Doing exercises
Twenty-Second	3		Third Monthly Exar		Written test
Twenty-Third	3	Knowledge and Understanding degrees of comparison	Section Sixteen (comparison)	Introducing the topi - Discussion -Extracting concepts	Doing exercises participating answering questions

Twenty-Fourth	3	Knowledge and Understanding uses of conjunctions	Section Seven (conjunctions)	Providing fundamentals Encouraging students to participate	Doing exercises participating answering questions
Twenty-Fifth	3	Knowledge and Understanding conditional clauses	Section Eighteen (if)	Introducing the topi - Discussion -Extracting concepts	Doing exercises participating answering questions
Twenty-Sixth	3	Knowledge and Understanding	Section Ninet (relative pronouns)	Providing fundamentals Encouraging students to participate	Doing exercises participating answering questions
Twenty-Seventh	3	Knowledge and Understanding structuring indirect speech	Section Twenty (indirect speech)	Introducing the topi - Discussion -Extracting concepts	Doing exercises participating answering questions
Twenty-Eight	3	Knowledge and Understanding uses of prepositions	Section Twenty-One (prepositions)	Providing fundamentals Encouraging students to participate	Doing exercises participating answering questions
Twenty-Ninth	3	Knowledge and Understanding what is spoken grammar	Section Twenty-Tv (spoken grammar)	Introducing the topi - Discussion -Extracting concepts	Doing exercises participating answering questions
Thirtieth	3		Fourth Monthly Exam		Written test

11. Course Evaluation

The annual grade consists of two components:

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

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Swan, M. & Walter, C. (2011). Oxford English Grammar Course: Basic. Oxford University Press. .
Main references (sources)	Swan, M. (2014). Practical English Usa Oxford University Press

Recommended books and references (scientific journals, reports…)	Murphy, R. (2008). English Grammar in Use
Electronic References, Websites	YouTube videos of grammar

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

2024-2025

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: 16/9/2024
File Completion Date: 17/9/2024

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2024

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2024

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2024
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean
Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(here write the class)	-----	(here write the course name)		

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities.

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

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

- The student should appreciate the contributions of scholars and theorists in the development of the language.	2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

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

10. Evaluation methods

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

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Dr. 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. Wassan 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				
Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

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:
Here write the course title
2. Course Code:
ــــــ
3. Semester / Year:
2024-2025
4. Description Preparation Date:
16/9/2023
5. Available Attendance Forms:
2nd grade
6. Number of Credit Hours (3) / Number of Units (Total)
Total hours per yearL 90
7. Course administrator's name (mention all, if more than one name)
Name: Wassan Abdulhadi Abdulameer /Morning studies Email: wasan.en.hum@uodiyala.edu.iq Name: Hala Qahtan Dawood/ Evening studies Email: hala.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**1.** • **A-Cognitive objectives** • **1- recognizing and understanding the basic structure of words and the types of affixes to derive various morphological and grammatical structures in the English language (morpheme** • **2-recognizing and understanding the morphological and grammatical rules of words formation and sentences construction in English.** • **3- recognizing and understanding the types of words (simple, compound, complex) in English.** • **4- recognizing and understanding the processes available for words formation in English such as borrowing from other languages, metonymy, or using abbreviations of the first letters of the words that make up a specific expression…etc.** • **5- recognizing and understanding the basic English sentence patterns according to the structural school of grammar.** • **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 between them. • 3 – The ability to use simple, compound and complex words • 4– The ability to use different English sentence patterns to construct grammatical meaningful sentences….

9. Teaching and Learning Strategies

Strategy	- Presenting the material on PowerPoint in detail, supported by examples and the required rules, directing questions to the students, discussing with them the information presented, and helping them participate by giving examples and asking questions in turn. - Helping students learn and self-explore knowledge by visiting the college library and websites to obtain additional knowledge of the curriculum . - Dividing the students into groups work and assigning them to prep and present a lesson under the subject teacher's supervision . These lessons cover the curriculum and assign scores for their performanc This represents the practical aspect of the lesson, where the students experience their future work as teachers. - Presenting the material in different ways, such as dividing the sectio into two groups (A & B) and asking questions about the lecture, such deriving nouns from adjectives and vice versa, or giving examples of grammatical constructions, or extracting the grammatical model for specific sentences that are given to the two groups, which give more correct answers. Grades are given to encourage students and are counted as part of their daily performance . - Forming discussion groups during lectures to discuss the material to help them think, analyze, and deduce.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First					

1-8	24		know the lev of linguis analysis. Know t definition a different classifications morphemes	Ch.8 Morphemes: definiti and types Affix&base	Lecturing ar discussion. Using powe point	Writ en & oral est
9-10	6		Know the typ of wor according to t morphemes t consist (simple, compound a complex)	Ch.9Types of words:simp ,compound and complex	Presenting t material and let student extrapolate t rule. Divide students into groups assigned to present lessons abou the material they've studied	Mult ple choi e qu -Divi de stud nts groups askin g th ques ions abou t the lectu re ar givin g the scor s acco ding their ansv
11	3		Know t processes which differe words are formed in Engli	Processes of word formation	=	=
12-14	9		Know t paradigmatic forms pronouns, nou verbs a adjectives a how they a used in Engli sentences.	(noun, verb&adgrctive)Inflectional paradigms&suppletion	=	=
15-17	9		Know the corr order of words construct we formed meaningful sentences through the ni basic Engli	English Baisic senter patterns	=	=

		sentence patterns presented Stagaberg			
18-26	27	Recognize t parts of spee and how they a indicated by th structural for function And position	Parts of speech:form classes Parts of speech : positio classes	=	=
27-30	12	Know how to u different parts speech as no modifiers	Pre& post modification	=	=

11. Course Evaluation

The annual grade consists of two components:

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

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	An Introductory English Gram /Norman Stagaberg
Main references (sources)	1.An Introduction Transformational Gramm ar(first chaptr)/ Brown Miller 2.The Grammatical Diffic Points/ Anne Ryme
Recommended books and references (scientific journals, reports…)	1.Structural Grammar/Jesp erso 2. University English Gra mma Quirk & Greenbaum
Electronic References, Websites	1. Slide sh Easyenglishlessons.com

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

Academic Program and Course Description Guide

2024-2025

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: 16/9/2024
File Completion Date: 17/9/2024

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2024

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2024

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2024
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean
Prof. Luay Sayhoud Fawwaz (Ph.D.)

3

1. Program Vision

The English Department at the College of Education for Human Scienceversity 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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(here write the class)	-----	(here write the course name)		

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: **

	- Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference.

- 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.	- Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.

- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

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

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.

- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				

Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Instr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				

Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				

Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				
Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

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

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- 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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- 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:
2024–2025
4. Description Preparation Date:
16/9/2023
5. Available Attendance Forms:
Third Stage
6. Number of Credit Hours (Total) / Number of Units (Total)
Total hours per year (90)
7. Course administrator's name (mention all, if more than one name)
Name: Saba Mohammed Farhud Email: Saba.en.hum@uodiyala.edu.iq
8. Course Objectives

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

9. Teaching and Learning Strategies

Strategy	• Brainstorming method • PowerPoint presentations

	• Method of questioning and discussion

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 replace different elemer in sentences	Pro-forms	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Fourth	3	Know the Structures of affirmative, negative, and interrogative sentences	Question and Negation	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Fifth	3	Identifying Verbs, types of verbs, and their usage	Verbs	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Sixth	3	Identifying verb phrases, their types, characteristics, and functions	Verb Phrase	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Seventh	3	Understanding	Time &Tense /Aspect	Lecturing and	-Oral & Written

		the relation between tense, verb forms, and verb aspect: continuous or non-continuous		Discussion	Tests -Homework -Exercises
Eighth	3	Understanding past & present tense	Past & Present Tense	Lecturing and Discussion	-Homework -Exercises
Ninth	3	Identifying the future forms	The Future	Lecturing and Discussion	-Homework -Exercises
Tenth	3	Identifying the form of the verb	Mood	Lecturing and Discussion	-Homework -Exercises
Eleventh	3	Identifying the types and uses of auxiliaries	Modal Auxiliaries	Lecturing and Discussion	-Homework -Exercises
Twelfth	3	Identifying the nouns and their types – How to form singular and plural nouns	Noun Types	Lecturing and Discussion	-Homework -Exercises
Thirteenth	3	Identifying noun phrases: their structure, constituent elements, and arrangement	Noun phrase &Determiners Types	Lecturing and Discussion	-Homework -Exercises
Fourteenth	3	Identifying the types of quantifiers	Quantifiers	Lecturing and Discussion	-Homework -Exercises
Fifteenth	3	Understanding the types of reference	Reference Generic/ Specific	Lecturing and Discussion	-Homework -Exercises
Sixteenth	3	Understanding how to refer to proper nouns	Unique Reference	Lecturing and Discussion	-Homework -Exercises
Seventeenth	3	Identifying the contrast between	Number	Lecturing and	-Homework -Exercises

		singular and plural forms of nouns		Discussion	
Eighteenth	3	Learning the masculine and feminine nouns	Gender	Lecturing and Discussion	-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 -Homework -Exercises
Twenty-Secor	3	Identifying the types and positions of adjectives	Adjectives	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Twenty-Third	3	Recognizing syntactic functions of adjectives	Syntactic Functions of Adjectives	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Twenty-Fourt	3	Understanding the types and uses of adverbs	Adverbs	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Twenty-Fifth	3	Identifying the features of adverbs	Characteristics of the Adverb	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Twenty-Sixth	3	Understanding comparative &superlative forms	Comparison and Intensificatic	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises

Twenty-Seven	3	Recognizing the correspondence between adjectives and adverbs	Correspondence between Adjecti & Adverb	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Twenty-Eight	3	Learning the types and uses of prepositions	Prepositions &Prepositional Phrases	Lecturing and Discussion	-Oral & Written Tests -Homework -Exercises
Twenty-Ninth	3	Knowing the syntactic functions of prepositional phrases	The Prepositional Phrase	Lecturing and Discussion	-Oral & Written Tests -Homework
Thirtieth	3	Knowing the uses of time prepositions	Time Prepositions	Lecturing and Discussion	-Oral & Written Tests -Homework

11. Course Evaluation

The annual grade consists of two components:

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

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	-A University Grammar of English by R. Quirk & - A University Grammar of English Workbook
Main references (sources)	A Comprehensive Grammar of English by R. Quirk
Recommended books and references (scientific journals, reports…)	Advanced English Grammar By Wendy Wilson & James H. Barlow
Electronic References, Websites	1. Khan Academy

	2. BBC learning English

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

Academic Program and Course Description Guide

2024-2025

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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(here write the class)	-----	(here write the course name)		

8. Expected learning outcomes of the program

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

	4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively.

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.	- Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.

- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				

Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Instr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				

Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				

Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				
Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

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:
2024–2025
4. Description Preparation Date:
16/9/2023
5. Available Attendance Forms:
4th-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:Asst.Prof. Ya'arub Mahmood Hamied & Asst.Instr.Shahad Ziyad Naji Email: yarub.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**1. The course aims at enabling students to gain mastery over the structure and syntax of English sentences.**
9. Teaching and Learning Strategies	
Strategy	The strategy involves the presentation of grammatical notions throughout the course of study in concomitance with supplemental material followed up by reference workbook with exercises to do at class.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluat method
First	6	Learning types of simple sentenc	Types of simp sentences	Discussion	Oral a written questi
Second	9	Learning syntactic analysis sentential elements	Syntactic analysis of sentence elements	Discussion	Oral a written questi
Third	9	Learning seman consideration	Semantic analysis sentence elements	Discussion	Oral a written questi
Fourth	9	Learning concord	Concord	Discussion	Oral a written questi
Fifth	9	Learning the vocative	The vocative	Discussion	Oral a written questi
Sixth	9	Learning how to nega sentences	Negation	Discussion	Oral a written questi
Seventh	9	Learning the declarative,interrogative and imperative sentences	Statements,questions and commands	Discussion	Oral a written questi
Eighth	9	Learning how to form questions	Questions	Discussion	Oral a written questi
Ninth	9	Learning dependent clauses	Interrogative dependent clauses	Discussion	Oral a written questi
Tenth	9	Learning commands	Commands in English	Discussion	Oral a written questi
Eleventh	9	Learning how to negate commands	Negating commands	Discussion	Oral a written questi
Twelfth	9	Learning persuasive imperatives	Persuasive commands	Discussion	Oral a written questi
Thirteenth	9	Learning exclamations	Exclamations	Discussion	Oral a written questi

Fourteenth	9	Formulae in English	Formulae	Discussion	Oral and written questi
Fifteenth	9	Learning differences betwe sentences	Statements,questions and commands	Discussion	Oral and written questi
Sixteenth	9	Formation of interrogation	Interrogative sentence	Discussion	Oral and written questi
Seventeenth	9	Dependent clauses	Types of dependent clauses	Discussion	Oral and written questi
Eighteenth	9	All types of imperatives	Commands	Discussion	Oral and written questi
Nineteenth	9				
Twentieth	9	Exclamations	Exclamatory sentenc	Discussion	Oral and written questi
Twenty-First	9	Aphoristic sentences	Features of aphoristic sentences	Discussion	Oral and written questi
Twenty-Secor	9	Learning block language	Block language	Discussion	Oral and written questi
Twenty-Third	9	Learning finite and non-finite clauses	Nonfinite clauses	Discussion	Oral and written questi
Twenty-Four	9	Learning types of verbless clauses	Nonfinite clauses	Discussion	Oral and written questi
Twenty-Fifth	9	Functional classification o subordinate clauses	Functions of subordinate clauses	Discussion	Oral and written questi
Twenty-Sixth	9	Learning adverbial clause	Types of adverb clauses	Discussion	Oral and written questi
Twenty-Sever	9	Learning nominal clauses	Nominal clauses	Discussion	Oral and written questi
Twenty-Eight	9	Learning minor types of questions	Minor questior	Discussion	Oral and written questi

Twenty-Ninth	9	Direct and indirect speech	Types of direct-spee sentences	Discussion	O al a w ritte q esti
Thirtieth	9	Distancing in reported spee	Shifts of word order in these sentences	Discussion	O al a w ritte q esti

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (40%)**: This portion is distributed among various activities including daily and m onth exams, preparation, daily participation, and reports. Each of these activities contributes to a otal 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 ea ned each component. For example:

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

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

12. Learning and Teaching Resources

Required textbooks	- A University Gra mma of English by R. uirk
Main references (sources)	A Comprehensive Gramma of English by R. Quirk
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	English 4Arabs , Easyenglishlesson.com ,Slideshare

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

2024-2025

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: 16/9/2024
File Completion Date: 17/9/2024

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2024

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2024

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2024
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean
Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(here write the class)	-----	(here write the course name)		

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities.

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

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

- The student should appreciate the contributions of scholars and theorists in the development of the language.	2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

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

10. Evaluation methods

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

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			49	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Dr. Eman Riyadh Adeeb	English	Linguistics				
Assist. Prof. Dr. Hadeel Hatif Jassam	English	Drama				

Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Instr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				

Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				
Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				

Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

- Developing Educational and Teaching Strategies:

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

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

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

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

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

12. Acceptance Criterion

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

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

13. The most important sources of information about the program

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

- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

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

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

- Fourth Stage: Continuous Monitoring and Improvement

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

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

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

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

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

Course Description Form

1. Course Name:
Linguistics
2. Course Code:
-----
3. Semester / Year:
2024-2025
4. Description Preparation Date:
16/9/2023
5. Available Attendance Forms:
Third stage
6. Number of Credit Hours (Total) / Number of Units (Total)
84
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	1. Learn about linguistics in general, its branches and specializations. 2. Learn about the main differences between human language and animals communication. 3. Learn about the phonetic system and its relation to linguistics. 4. Learn about the different word formation processes in a language.
5. Teaching and Learning Strategies	
Strategy	- Extensive explanation of the material. - Asking students questions that are both analytical and informative. - Including students in the process of explaining the content.
6. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method

First	3	Introductory lecture ab linguistics	What is linguistics?	Brainstorming Discussion	Homework Attending and participating in the lecture Answer the question
Second	3	Different Branches linguistics	Branches of linguistics	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Third	3	Historical linguistics How does langu change?	Historical linguistics	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer 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 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 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 question
Eighth	3	The sound patterns of language	The sound patterns of language	Explanation Discussion Examples	Homework Attending and participating in the lecture

					Answer question
Ninth	3	Sound patterns	Sound patterns	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer 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 format	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 descriptio	Morphological description	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Sixteenth	3	Problems in Morphologic 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				
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 mea of analysis	Tree diagram	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Twenty-Sixth	3	Syntactic analysis of grammatical structur	Syntactic analysis	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question
Twenty-Sevent	3	Phrase structure rules	Phrase structure rule	Explanation Discussion	Homework

				Examples	Attending and participating in the lecture Answer question
Twenty-Eight	3	Recursion in construct 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 revi	Explanation Discussion Examples	Homework Attending and participating in the lecture Answer question

7. Course Evaluation

The annual grade consists of two components:

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

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

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

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

8. 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 encyclope

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

2024-2025

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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(here write the class)	-----	(here write the course name)		

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities.

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

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

- The student should appreciate the contributions of scholars and theorists in the development of the language.	2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

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

10. Evaluation methods

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

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				

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

Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				
Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

- Developing Educational and Teaching Strategies:

1. Workshops and Training Sessions: Organizing workshops and training courses to enhance teaching skills and utilize active and innovative learning techniques.
2. Participation in Conferences and Seminars: Encouraging faculty members to participate in academic conferences and seminars to exchange knowledge and gain new experiences.

3. Individual Guidance: Providing individual guidance to faculty members to support them in achieving their developmental and professional goals.

- Assessing Learning and Teaching Outcomes:

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

- Professional Development:

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

- Program Monitoring and Evaluation:

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

- Academic and Professional Guidance:

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

12. Acceptance Criterion

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

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

13. The most important sources of information about the program

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

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.
  - Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.
  - Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.
- Third Stage: Plan Implementation
  - Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.
  - Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.
  - Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement

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

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

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

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

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

Course Description Form

1. Course Name:
Linguistics
2. Course Code:
-----
3. Semester / Year:
2024-2025
4. Description Preparation Date:
16/9/2024
5. Available Attendance Forms:
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. Instr. Hala Qahtan Dawood Email: hala.en.hum@uodiyala.edu.iq Assist. Instr. Reham Abdulkareem : reham.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	-Learn about linguistics in general, its components and specializations. -Learn about semantics and the key ideas that comprise this field of study -Learn about pragmatics, its concepts, and its role in interpreting and understanding speech and text. - Understanding the nature of the discourse and how to interpret it in light the key 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	-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 to linguistics	Brainstorming Discussion	Homework Attending and participating in the lecture Answer the questions
Second	3	Semantics and its 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 act , their Definition and types	Speech Act	-Introducing the Topic -Discussion -Extracting concepts	Homework Attending and participating in the lecture Answer the questions
Sixth	3	Monthly exam	Monthly exam	Monthly exam	Monthly exam
Seventh	3	Discourse Analysis And its methods	Discourse Analysis	-Introducing the Topic -Discussion -Extracting concepts	Homework Attending and participating in the lecture Answer the questions

Eighth	3	Conversation Analysis	Conversation Analysis	–Introducing the Topic –Discussion –Extracting concepts	Homework Attending and participating in the lecture Answer the questions
Ninth	3	Introduction to Language Acquisiti	Acquisition	Introducing the Topic –Discussion –Extracting concepts	Homework Attending and participating in the lecture Answer the questions
Tenth	3	Reviewing previous chapters	Reviewing previous chapters	Introducing the Topic –Discussion –Extracting concepts	Homework Attending and participating in the lecture Answer the questions
Eleventh	3	Explaining how Language is acquired	First Language Acquisition	Introducing the Topic –Discussion –Extracting concepts	Homework Attending and participating in the lecture Answer the questions
Twelfth	3	Explaining the stages that are Involved in language acquisition	The acquisition stages	–Introducing the Topic –Discussion –Extracting concepts	Homework Attending and participating in the lecture Answer the questions
Thirteenth	3	How scientists explored the acquisition schedule	The Acquisition Schedule	–Introducing the Topic –Discussion –Extracting concepts	Homework Attending and participating in the lecture Answer the questions
Fourteenth	3	How the child develop his language	The Acquisition Process	–Introducing the Topic –Discussion –Extracting concepts	Homework Attending and participating in the lecture Answer the questions

Fifteenth	3	How to acquire a second language	Second Language Acquisition	–Introducing the Topic –Discussion –Extracting concepts	Homework Attending and participating in the lecture Answer the questions
Sixteenth	3	The most importan method to learn a second language	Focus on method	–Introducing the Topic –Discussion –Extracting concepts	Homework Attending and participating in the lecture Answer the questions
Seventeenth	3	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam
Eighteenth	3	Understanding the relationship between language and culture	Language and Culture	–Introducing the Topic –Discussion –Extracting concepts	Homework Attending and participating in the lecture Answer the questions
Nineteenth	3	Understanding linguistic relativity	Linguistic Relativity	–Introducing the Topic –Discussion –Extracting concepts	Homework Attending and participating in the lecture Answer the questions
Twentieth	3	Identifying the cognitive categories	Cognitive Categories	–Introducing the Topic –Discussion –Extracting concepts	Homework Attending and participating in the lecture Answer the questions
Twenty-First	3	practicum	practicum	practicum	practicum
Twenty-Second	3	practicum	practicum	practicum	practicum
Twenty-Third	3	practicum	practicum	practicum	practicum
Twenty-Fourth	3	practicum	practicum	practicum	practicum
Twenty-Fifth	3	practicum	practicum	practicum	practicum
Twenty-Sixth	3	practicum	practicum	practicum	practicum
Twenty-Seventh	3	practicum	practicum	practicum	practicum
Twenty-Eight	3	Understanding the effect of gender on language	Gendered speech	–Introducing the Topic –Discussion –Extracting	Homework Attending and participating in the lecture

				concepts	Answer the questions
Twenty-Ninth	3	Monthly Exam	Monthly Exam	Monthly Exam	Monthly Exam
Thirtieth	3	Reviewing all Chapters	Reviewing all Chapters	–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:

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

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

12. Learning and Teaching Resources

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

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

Academic Program and Course Description Guide

2024-2025

Introduction:

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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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(here write the class)	-----	(here write the course name)		

8. Expected learning outcomes of the program

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

	4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively.

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.	- Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.

- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				

Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Instr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				

Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

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

- Developing Educational and Teaching Strategies:

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

- Assessing Learning and Teaching Outcomes:

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

- Professional Development:

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

- Program Monitoring and Evaluation:

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

- Academic and Professional Guidance:

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

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

12. Acceptance Criterion

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

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

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.
- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.

- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

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

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

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

- Fourth Stage: Continuous Monitoring and Improvement

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

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

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

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

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

Course Description Form

1. Course Name:
English Phonetics & Phonology
2. Course Code:
-----
3. Semester / Year:
2024-2025
4. Description Preparation Date:
16/9/2023
5. Available Attendance Forms:
Second 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: Prof.Arwa Arwa Abdulrasoul Salman(PhD) Email:
8. Course Objectives

Course Objectives	**1.To Know organs of speech** **2-to master sound's production** **3-To know various phonological processes**
9. Teaching and Learning Strategies	
Strategy	1-Oral explanation 2-Explanation on the blackboard 3-Listening to the CD

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Know difference betw phonetics &	The difference betw Phonetics & Phonolo	Oral explanatio	oral

		explanation oralphology			
Second	2	To know the differe between accent and dialec	The difference betwe accent & dialect	Oral explanatio	oral
Third	2	To know organs of speec	Organs of speech	Oral explanatio	oral
Fourth	2	To know plosive consonar	Plosive cosonants	Oral explanatio	oral
Fifth	2	To know frica consonants	Fricative consonants	Oral explanatio	oral
Sixth	2	To know nasal consonan	Nasal consonants	Oral explanatio	oral
Seventh	2	Exam	Exam	Exam	Exam
Eighth	2	To know approximant consonants	Approximant consonar	Oral explanatio	oral
Ninth	2	To know short vowels	Short vowels	Oral explanatio	oral
Tenth	2	To know long vowels	Long vowels	**Oral explanati**	oral
Eleventh		To know diphthongs	diphthongs	Oral explanatio	oral
Twelfth		To know triphthongs	triphthongs	Oral explanatio	oral
Thirteenth		To know about stress	Types of stress	Oral explana &CD	oral
Fourteenth		To know about nature of stress	Nature of stress	Oral explana &CD	oral
Fifteenth		To know about levels of stress	Levels of stress	Oral explana &CD	oral
Sixteenth		To know about stress in simple words	stress in simple words	Oral explana &CD	oral
Seventeenth		Exam	Exam	Exam	Exam
Eighteenth		To know about rhythm	rhythm		
Nineteenth		To know about assimilation	assimilation	oral explanation & CD	oral
Twentieth		To know about elision	elision	Oral explana &CD	oral
Twenty-First		To know about linking	linking	Oral explana &CD	oral
Twenty-Second		To know about intonation	intonation	Oral explana &CD	oral
Twenty-Third		To know Forms of intonation	Forms of intonation	Oral explanation &CD	oral
Twenty-Fourth		Exam	Exam	Exam	Exam
Twenty-Fifth		To know functions of intonation	Functions of intonati	Oral explana &CD	oral
Twenty-Sixth		To know the tone -unit	The structure of tone-unit	Oral explana &CD	oral
Twenty-Sevent		To know complex tones	Complex tones	Oral explana &CD	oral
Twenty-Eight		Exam	Exam	Exam	Exam
Twenty-Ninth		To know about falling intonation	Falling intonation	Oral explana &CD	oral
Thirtieth		To know about rising intonation	Rising intonation	Oral explana &CD	oral

11. Course Evaluation

The annual grade consists of two components:

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

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	-English Phonetics & Phonology By Peter Roach -
Main references (sources)	An Introduction to phonet and phonology by Clark Yallop
Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	1.

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

2024-2025

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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(here write the class)	-----	(here write the course name)		

8. Expected learning outcomes of the program

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

	4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively.

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.	- Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.

- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			49	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				

Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Dr. Eman Riyadh Adeeb	English	Linguistics				
Assist. Prof. Dr. Hadeel Hatif Jassam	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Instr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				

Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				

Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				
Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

- Developing Educational and Teaching Strategies:

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

- Assessing Learning and Teaching Outcomes:

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

- Professional Development:

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

- Program Monitoring and Evaluation:

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

- Academic and Professional Guidance:

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

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

12. Acceptance Criterion

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

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

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.
- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.

- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

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

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

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

- Fourth Stage: Continuous Monitoring and Improvement

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

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

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

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

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

Course Description Form

1. Course Name:
Listening & speaking
2. Course Code:
–––––
3. Semester / Year:
2024–2025
4. Description Preparation Date:
16/9/2024
5. Available Attendance Forms:
Third Year
6. Number of Credit Hours (Total) / Number of Units (Total)
(60)hr. Per year
7. Course administrator's name (mention all, if more than one name)
Name: Instr. Hind Tahseen Hameed Email: hind.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**1.** Develop listening and speaking skills **2.** Improving students 'ability to communicate effectively in spoken language with a reasonable degree of fluency and accuracy in different social settings and in Various social meetings 3. Increase fluency and confidence in speaking and Familiarizing students with the ways native speakers pronounce and enunciate different language units. **4.** 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 speaking strate and the expressions used those conversation Training in spea strategies Explain and solv exercises	Tests: Oral and written: daily & monthly
Second	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit2 I'm looking for a camera part2+1	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral written: daily monthly

Third	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit3 I need to see a doctor	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral written: daily monthly
Fourth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 4 What's the problen	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral 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 a lot of red tape! Part1	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral 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 a lot of red tape! Part2	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral 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 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! Part1	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral written: daily monthly
Eighth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit	Unit6 What a great view! Part2	Play conversation audio + Explanation speaking strate and the	Tests: Oral written: daily monthly

		Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation		expressions used those conversation Training in spea strategies Explain and s exercises	
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 speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral 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 speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral 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 speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral 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 speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral written: daily monthly
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	Unit 8 This is your office Part2	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral written: daily monthly

		improve pronunciation			
Fourteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit9 I'll sort it out Part1	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral written: daily monthly
Fifteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit9 I'll sort it out Part2	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral written: daily monthly
Sixteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 10 Can I call you back? Part 1	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral written: daily monthly
Seventeenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 10 Can I call you back? Part2	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral 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 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? Part1	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral written: daily monthly
Nineteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation			

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	Unit11 Shall we move on? Part2	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral 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 Part1	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral 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	Unit 12 I'd like to begin by Part2	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral 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 Part1	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and solve exercises	Tests: Oral written: daily monthly
Twenty-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	Unit13 Let's take a closer look Part2	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral written: daily monthly
Twenty-Fifth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit	Unit 14 Can you expand on that? Part1	Play conversation audio + Explanation speaking strate and the	Tests: Oral written: daily monthly

		Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation		expressions used those conversation Training in spea strategies Explain and s exercises	
Twenty-Sixth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 14 Can you expand on that? Part2	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral written: daily monthly
Twenty-Seventh	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 15 I'll help me get a good job Part 1	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral written: daily monthly
Twenty-Eight	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 15 I'll help me get a good job Part2	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral written: daily monthly
Twenty-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	Unit 16 I work well under pressure Part1+2	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral written: daily 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. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation	Review uni 7-16	Play conversation audio + Explanation speaking strate and the expressions used those conversation Training in spea strategies Explain and s exercises	Tests: Oral written: daily monthly

11. Course Evaluation

The annual grade consists of two components:

1. **Yearly Grade (50%)**: This portion is distributed among various activities including daily and monthly exams, preparation, daily participation, and reports. Each of these activities contributes to a total of 40% of the annual grade.
2. **Final Exam Grade (50%)**: The final exam contributes 60% to the annual grade.

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Craven, Miles (2009). Real Listening and Speaking 4. Cambridge: Cambridge University Press with (CD)
Main references (sources)	
Recommended books and references (scientific journals, reports…)	Developing listening and speaking skills English Pronunciation in use (self-study and classroom)
Electronic References, Websites	1. BBC Learning English 2. EngVid, 3. English Resource Lab

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

Academic Program and Course Description Guide

2024-2025

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.

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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.

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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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(4th Classes)	-----	(Advanced Listening and Speaking)	2	

8. Expected learning outcomes of the program

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

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

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

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

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

11. Faculty

Faculty Members

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

	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**47**	**5**
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				

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

Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				
Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

Professional Development

Mentoring new faculty members

− Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the

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

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

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

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

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

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

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

- Developing Educational and Teaching Strategies:

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

- Assessing Learning and Teaching Outcomes:

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

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

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

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

12. Acceptance Criterion

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

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**

- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

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

14. Program Development Plan

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

- Second Stage: Setting Objectives and Strategies

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

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

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

- Third Stage: Plan Implementation

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

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

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

- Fourth Stage: Continuous Monitoring and Improvement

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

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

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

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

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

Course Description Form

1. Course Name:
ADVANCED LISTENING AND SPEAKING
2. Course Code:
-----
3. Semester / Year:
2024-2025
4. Description Preparation Date:
16/9/2024
5. Available Attendance Forms:
4th year classes
6. Number of Credit Hours (Total) / Number of Units (Total)
60
7. Course administrator's name (mention all, if more than one name)
Name: INS. EMAD AHMED FARHOOD Assist.Inst. Muthana Kareem Muhaisen Email: immad.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 Strategies, Role-playing, and Discussion - The Strategy of Learning Based on Auditory Focus - The Strategy of Oral Communication and Commenta in Light of the Topic of the Auditory Context
10. Course Structure	

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Main idea	Ch1 skill A	Listening ar	Oral discussion
Second	2	Understanding deta	Ch1 skill B	Listening a	Oral discussion
Third	2	DTERMINING REASONS	Ch1 skill C	Listening a	Oral discussion
Fourth	2		Exam		Listening a written exa
Fifth	2	REVIEW	Ch1 skill A-C	Listening a	Oral discussion
Sixth	2	SEQUENCE	Ch1 skill D	Listening a	Oral discussion
Seventh	2	REFERENCE	Ch1 skill E	Listening a	Oral discussion
Eighth	2	INFERENCE	Ch1 skill	Listening a	Oral discussion
Ninth	2	Cause and effect	Ch1 skill F	Listening a	Oral discussion
Tenth	2	Review	Ch1 skill D-F	Listening a	Oral discussion
Eleventh	2		exam		Listening a written exa
Twelfth	2	Main idea	Ch2 skill A	Listening a	Oral discussion
Thirteenth	2	Understanding deta	Ch2 skill B	Listening a	Oral discussion
Fourteenth	2	DTERMINING REASONS	Ch2 skill C	Listening a	Oral discussion
Fifteenth	2	REVIEW	Ch2 skill A-C	Listening a	Oral discussion
Sixteenth	2	SEQUENCE	Ch2 skill D	Listening a	Oral discussion
Seventeenth	2	REFERENCE	Ch2 skill E	Listening a	Oral discussion
Eighteenth	2	INFERENCE	Ch2 skill F	Listening a	Oral discussion
Nineteenth	2	Review			
Twentieth	2		Exam		Listening a written exa

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 and discussion	Oral discussion
Twenty-Fourth	2		Exam		Listening a written exa
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 EX		Oral discussion
Thirtieth	2		LISTENING FINAL EXAM		Oral discussion

11. Course Evaluation

The annual grade consists of two components:

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

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

12. Learning and Teaching Resources

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

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

2024-2025

Introduction:

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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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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.

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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.

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- 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, Ministry of Education

6. Program Structure

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

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

7. Program Description

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

8. Expected learning outcomes of the program

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

evaluation, and language testing methods used in teaching and assessing the English language.	- Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations.

	These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: **

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

9. **Teaching and Learning Strategies**

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

10. Evaluation methods

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

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				

Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Instr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				

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

Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				
Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

Professional Development

Mentoring new faculty members

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

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

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

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

- Developing Educational and Teaching Strategies:

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

- Assessing Learning and Teaching Outcomes:

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

- Professional Development:

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

- Program Monitoring and Evaluation:

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

- Academic and Professional Guidance:

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

12. Acceptance Criterion

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

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

13. The most important sources of information about the program

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

14. Program Development Plan

- First Stage: Assessment and Needs Analysis

- Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.

- Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.

- Second Stage: Setting Objectives and Strategies

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

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

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

- Third Stage: Plan Implementation

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

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

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

- Fourth Stage: Continuous Monitoring and Improvement

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

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

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

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

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

Course Description Form

1. Course Name:
Introduction to Litera
2. Course Code:
----
3. Semester / Year:
2024-2025
4. Description Preparation Date:
16/9/2024
5. Available Attendance Forms:
First year classes
6. Number of Credit Hours (Total) / Number of Units (Total)
90 hrs (30 weeks)
7. Course administrator's name (mention all, if more than one name)
Name: Asst.Prof .Massarra Majid Ibrahim &Asst.Instructor Fatima Mohamad Theyab Email: masarra. en .hum @uodiyala.edu.iq Fatima.env.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**1. Make students familiar with key texts and genres in English literature** **2. develop students' tools and techniques for analyzing literature to** **3. improve students' critical thinking abilities** **4. understand how literature reflects and shapes cultural and societal contexts** **5. cultivate a lifelong appreciation for the power and beauty of words th**

9. Teaching and Learning Strategies

	Communication skills Problem solving Teamwork collboration

10. Course Structure				
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning me**
First	3	Introduction to poetry	Part 1 poetry introducti	theoretical
Second	3	W.Blake's " The Lilly " and John Keats's " Autumn"	Explanatio and analyzing the poem	Theoretica
Third	3	John Keats's " To Autumn "	=	=
Fourth	3	W. Wordsworth's " London 1802"	=	=
Fifth	3	S. T. Coleridge's " The Ancient Mariner "	=	=
Sixth	3	Poetic devices	Explanatio with examples	=
Seventh	3	Types of poetry : descriptive Shakespeare's " Winter "	Defining th type with f explanatio of the poen	=
Eighth	3	Narrative poetry : Wordsworth's " Strange Fits of passio have I known "	=	=
Ninth		Lyric: Shelley's " To a Skylark "	=	=
Tenth	3	Petrarchan sonnet : Wordsworth's " The World is too much with us "	Explanatio and analys	**Theoretic**
Eleventh	3	Ballad : " Lord Randal " by anonymous	=	=
Twelfth	3	Shakespeare' s"Let me not to the marriage true minds "	=	=
Thirteenth	3	Prose : introduction	explanatio	Power poi
Fourteenth	3	T. S . Eliot's from Modern Education and t Classics	=	Theoretica
Fifteenth	3	Narrative : from Emily Bronte's Wuthering Heights	=	=
Sixteenth	3	V.S Pritchett Mr. Beluncle	=	=
Seventeenth	3	Structural and sense devices	=	Power poi
Eighteenth	3	D H Lawrence's England My England	=	Theoretica
Nineteenth				Charle
Twentieth	3	Descriptive : Katherine Mansfield's The Garden Party	explanatio	Theoretica
Twenty-First	3	Argumentative : E M Foster's Abinger Harvest	=	=

Twenty-Secor	3	Drama : Introduction	explanatio	Power poi t
Twenty-Third	3	Types of Drama	=	
Twenty-Four	3	Medieval drama : Everyman	=	=
Twenty-Fifth	3	Elizabethan drama :Shakespeare's Macbeth	=	=
Twenty-Sixth	3	Elizabethan drama :Shakespeare's Macbeth	=	=
Twenty-Seve	3	Elizabethan drama :Shakespeare's Macbeth	=	=
Twenty-Eight	3	Sentiment and melodrama : George Lillo The London Merchant	=	=
Twenty-Ninth	3	Modern stage :the growth of naturalism Ibsen's An Enemy of the people	=	=
Thirtieth	3	Verse drama : Eliot's Murder in the Cathedral	=	=

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 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 e
Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)
This formula combines the weighted percentages of each component to determine the student's overal ann

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)

Main references (sources)

Recommended books and references (scientific journals, reports…)

Electronic References, Websites

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

Academic Program and Course Description Guide

2024-2025

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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(here write the class)	-----	(here write the course name)		

8. Expected learning outcomes of the program

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

	4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively.

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.	- Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.

- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				

Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Instr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				

Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

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

- Developing Educational and Teaching Strategies:

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

- Assessing Learning and Teaching Outcomes:

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

- Professional Development:

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

- Program Monitoring and Evaluation:

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

- Academic and Professional Guidance:

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

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

12. Acceptance Criterion

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

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

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.
- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.

- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

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

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

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

- Fourth Stage: Continuous Monitoring and Improvement

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

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

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

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

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

Course Description Form

1. Course Name:
Pedagogy and Curriculum Innovations
2. Course Code:
ــــــ
3. Semester / Year:
2024-2025
4. Description Preparation Date:
16/9/2023
5. Available Attendance Forms:
third
6. Number of Credit Hours (Total) / Number of Units (Total)
90hrs – 120 Units
7. Course administrator's name (mention all, if more than one name)
Name: Assistant. Instr Elaf Saad Bustan Email: Elaf.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives • Knowledge of traditional and modern teaching methods in terms of understanding the role of the teacher in each method, their advantages and disadvantages, as well as the teaching steps for each method. • Familiarity with curricula and their types. • Distinguishing the difference between curriculum and vocabulary, types of vocabulary, and Bloom's taxonomy. • Understanding how to teach the fo skills: speaking, listening, reading, a comprehension, in addition to how to tea other skills such as vocabulary, phoneti and grammar.	**1.**

9. Teaching and Learning Strategies

Strategy	

• Knowledge of old and modern teaching methods in terms of understanding the rol of the teacher in each method, their advantages and disadvantages, and the teaching steps for each method. • Familiarity with curricula and their type • Distinguishing the difference between curriculum and vocabulary, types of vocabulary, and Bloom's taxonomy. • Understanding how to teach the four ski speaking, listening, reading, a comprehension, in addition to how to tea other skills such as vocabulary, phoneti and grammar.	

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	3	Definition and clarification for the student of the m important terms related to teaching methods.	Definitions of b terms	In-Person Lecture	Oral and written exams
Second	3	Introducing the student to the role of the teacher and instructor in using traditional teaching methods, as well as explaining to the student the main advantages and disadvantages and the objectives of these traditional metho	Old methods grammar transla method	In-Person Lecture	Oral and written exams
Third	3	Introducing the student to the role of the teacher and instru in using traditional teaching methods, as well as explainin the student the main advantages and disadvantages and objectives of these traditional methods.	Old meth grammar transla method	In-Person Lecture	Oral written exams
Fourth	3	Introducing the student to the role of the teacher and instru in using traditional teaching methods, as well as explainin the student the main advantages and disadvantages and objectives of these traditional methods.	Direct method	In-Person Lecture	Oral written exams
Fifth	3	Introducing the student to the role of the teacher and instru in using traditional teaching methods, as well as explainin the student the main advantages and disadvantages and objectives of these traditional methods.	Direct method	In-Person Lecture	Oral written exams

Sixth	3	Introducing the student to the role of the teacher and instru in using traditional teaching methods, as well as explainin the student the main advantages and disadvantages and objectives of these traditional methods.	Audio-lingual method	In-Person Lecture	Oral written exams
Seventh	3	Introducing the student to the role of the teacher and instru in using traditional teaching methods, as well as explainin the student the main advantages and disadvantages and objectives of these traditional methods.	Audio –lingual method	In-Person Lecture	Oral written exams
Eighth	3	Testing students and assessing their understanding of material.	Monthly exam 1	In-Person Lecture	Oral written exams
Ninth		Understanding and clarifying to the student the role of the teacher in silent methods. Also, stating its most important advantages, disadvantages, and objectives.	The silent method	In-Person Lecture	Oral written exams
Tenth	3	Understanding and clarifying to the student the role of the teacher in silent methods. Also, stating its most important advantages, disadvantages, and objectives.	The silent method	In-Person Lecture	Oral written exams
Eleventh	3	The student's understanding of the role of the teacher in th method: as well as explaining its disadvantages, advantage and objectives.	Desuggestopedia	In-Person Lecture	Oral written exams
Twelfth	3	The student's understanding of the role of the teacher in th method: as well as explaining its disadvantages, advantage and objectives.	Method	In-Person Lecture	Oral written exams
Thirteen	3	The student's understanding of the role of the teacher in th method: as well as explaining its disadvantages, advantage and objectives.	Desuggestopedia	In-Person Lecture	Oral written exams
Fourteen	3	The student's understanding of the role of the teacher in th method: as well as explaining its disadvantages, advantage and objectives.	Method	In-Person Lecture	Oral written exams
Fifteenth	3	How to create a daily plan.	Lesson Plan	In-Person Lecture	Oral written exams
Sixteent	3	The student's understanding of the role of the teacher in th method: as well as explaining its disadvantages, advantage and objectives.	Community language learnin	In-Person Lecture	Oral written exams
Seventeen h	3	The student's understanding of the role of the teacher in th method: as well as explaining its disadvantages, advantage and objectives.	Community language learnin	In-Person Lecture	Oral written exams
Eighteen	3	The student's understanding of the role of the teacher in th method: as well as explaining its disadvantages, advantage and objectives.	Monthly exam 2	In-Person Lecture	Oral written exams
Nineteen					
Twentie	3	The student's understanding of the role of the teache this method: as well as explaining its disadvanta advantages, and objectives.	Total Phys response	In-Person Lecture	Oral written exams
Twenty-First	3	The student's understanding of the role of the teache this method: as well as explaining its disadvanta advantages, and objectives.	Communicative Language teachi	In-Person Lecture	Oral written exams
Twenty-Second	3	The student's understanding of the role of the teacher in method: as well as explaining its disadvantages, advanta and objectives.	Communicative Language teachi	In-Person Lecture	Oral written exams
Twenty-Third	3	The student's understanding of the role of the teache this method: as well as explaining its disadvanta advantages, and objectives.	Content –Ba instruction	In-Person Lecture	Oral written exams
Twenty-Fourth	3	The student's understanding of the role of the teache this method: as well as explaining its disadvanta advantages, and objectives.	Content –Ba instruction	In-Person Lecture	Oral written exams

Twenty-Fifth	3	Testing students and assessing their understanding of subject matter.	Monthly exam 3	In-Person Lecture	Oral written exams
Twenty-Sixth	3	The student's understanding of the role of the teache this method: as well as explaining its disadvanta advantages, and objectives.	Task –Ba language teachin	In-Person Lecture	Oral written exams
Twenty-Seventh	3	The student's understanding of the role of the teacher in method: as well as explaining its disadvantages, advanta and objectives.	Task –Ba language teachin	In-Person Lecture	Oral written exams
Twenty-Eight	3	The student's understanding of the role of the teacher in method: as well as explaining its disadvantages, advanta and objectives.	The Political	In-Person Lecture	Oral written exams
Twenty-Ninth	3	The student's understanding of the role of the teache this method: as well as explaining its disadvanta advantages, and objectives.	Dimensions Language	In-Person Lecture	Oral written exams
Thirtieth	3	The student's understanding of the role of the teacher in method: as well as explaining its disadvantages, advanta and objectives.	Monthly exam	In-Person Lecture	Oral written exams

11. Course Evaluation

The annual grade consists of two components:

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

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Larsen-Freeman, D. (2000). Technic and principles in language teach Oxford University Press.
Main references (sources)	Rahimpour, M. (2010). Current trends syllabus design in foreign langu instruction. Procedia-Social Behavioral Sciences, 2(2), 1660-1664.
Recommended books and references (scientific journals, reports…)	\
Electronic References, Websites	\

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

Academic Program and Course Description Guide

2024-2025

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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(Fourth)	-----	(Modern Novel)	3	0

8. Expected learning outcomes of the program

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

	4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively.

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.	- Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.

- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				

Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Instr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				

Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

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

- Developing Educational and Teaching Strategies:

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

- Assessing Learning and Teaching Outcomes:

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

- Professional Development:

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

- Program Monitoring and Evaluation:

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

- Academic and Professional Guidance:

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

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

12. Acceptance Criterion

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

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

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.
- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.

- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

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

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

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

- Fourth Stage: Continuous Monitoring and Improvement

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

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

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

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

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

Course Description Form

1. Course Name:
Modern Novel
2. Course Code:
-----
3. Semester / Year:
2024-2025
4. Description Preparation Date:
16/9/2024
5. Available Attendance Forms:
Full Attendance/ Fourth-grade students
6. Number of Credit Hours (Total) / Number of Units (Total)
2/3
7. Course administrator's name (mention all, if more than one name)
Name: Prof. Luma Ibrahim Shakir Email: luma.en.hum@uodiyala.edu.iq Name: Assist. Instr. Rebin Bahroz Amin Email: rebinzangana44@gmail.com
8. Course Objectives

Course Objectives	**1. Raising awareness about the importance of literary material and appreciating it.** **2. Fostering positive interaction with life events and ways to confront human challenges.** **3. Identifying the most important global literary figures and the impact of their writings on the sensory appreciation of the reader, as well as the 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	1+2	An introduction to the time period of the novel.	Lord of the the Flies	Theoretical and visual.	Writing analytical article.
Second		The life of the author, their literary philosophy, an overview of the novel, its characters.	Lord of the Flies	Theoretical and visual	Writing analytical article.
Third		Connecting the culture specific to the novel's society with global current events.	Lord of the Flies	Theoretical and visual	Quiz
Fourth		Reviewing the political social philosophy of events in the novel for the first chapter."	Chapter one	Theoretical and visual	Oral Questions Answers
Fifth		The social and familial background of the main characters in the novel and its relation to events of the story	Chapter two	Critical Analysis	Monthly exam
Sixth		The human nature of good and evil, analyzing psychologically, linking this nature religious moral motivations.	Chapter two	Theoretical visual	Asking direct questions
Seventh		Examining the religious influence and its impact on social and moral consciousness, relying on characters from the novel as living examples.	Chapter three	Theoretical read and video evidence	Writing inferential article
Eighth		Emphasizing the meaning of ideal leadership and the selection of a character with charisma that represents social classes as the best representation, relying on the main character in the novel.	Chapter four	Theoretical read and video evidence	Asking direct questions
Ninth		Emphasizing the meanings of good and	Chapter	Theoretical read and	Asking direct

		evil, and the triumph of the former despite life's hardships and harsh conditions.	five	video evidence	questions
Tenth		The first monthly test: Evaluating students' comprehension, analysis and objective criticism skills.	Test on the previous five chapte	Written Exam	Exam
Eleventh		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		The importance of human principles and the consistency of standards regardless of circumstances.	Chapter Eight and Nine	Discussion	Writing a one-page article.
Thirteenth		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		The second monthly test: Assessing students' comprehension, analysis, and objective criticism skills.	Test on the remain chapters of the Novel	Written test	Test
Fifteenth		Introduction to the history of the novel, its reason for being written, and the political, social, ethical, and economic motivations behind the author's writing of the novel	Animal Farm	Theoretical explanation of historical background	Asking direct questions

Sixteenth		Understanding the surrounding circumstances that influenced the political society, which directly affected the choice of non-realistic character (animals) instead of re characters (humans)	Chapter one	Theoretical reading and video evidence	Asking direct questions
Seventeenth		Introducing the goals c the Russian Revolution 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 article.
Eighteenth		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		The shift of goals from general to specific when personal benefit replace public interests, emphasizing political hypocrisy when slogan change to suit individual interests rather than the public good	Chapter four	Theoretical reading and video evidence	Examining student orally
Twentieth		The importance of education and its acquisition by all layers of society, considering it as a weapon to combat ignorance	Chapter five	Theoretical reading and video evidence	Test
Twenty-First		The monthly test: Evaluating students' comprehension, analysis, and objective criticism skills	Test on the previous five chapters	Written test	Test

Twenty-Secon		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		Evaluating political hypocrisy and finding rational solutions to minimize its negative effects on society	Chapter seven	Theoretical reading and video evidence	Writing a one-page article
Twenty-Fourt		Directing student to always be sincere in dealing with oneself, individuals, and society	Chapter eight	Theoretical reading and video evidence	Asking direct questions
Twenty-Fifth		The importance of education at all times and in various circumstances	Chapter nine	Theoretical reading and video evidence	Asking direct questions
Twenty-Sixth		Ethical standards unaffected by changin interests and societal circumstances, and ethical standards that become clear when individual interests outweigh public interests	Review of chapter 7,8 And 9	Discussion	Asking direct questions
Twenty-Seven		Reminding of divine justice concerning reward and punishment	Chapter ten	Theoretical reading and video evidence	Writing a one-page article
Twenty-Eight		Continuous self-assessment	Chapter eleven	Theoretical reading and video evidence	Asking direct questions
Twenty-Ninth		Reviewing the moral objectives and goals derived from the novel and their applications in practical life	Whole novel	Explanation analysis	Asking direct questions
Thirtieth		The second monthly test: Assessing studen comprehension, analysis, and objective 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:
Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade)
This formula combines the weighted percentages of each component to determine the student's overall annual grade.

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Lord of the Flies by William 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	www.sparknotes.com www.cliffsNotes.com

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

Academic Program and Course Description Guide

2024-2025

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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(2nd)	-----	(Phonetics and phonology)		

8. Expected learning outcomes of the program

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

	4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively.

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.	- Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.

- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				

Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Instr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				

Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

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

- Developing Educational and Teaching Strategies:

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

- Assessing Learning and Teaching Outcomes:

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

- Professional Development:

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

- Program Monitoring and Evaluation:

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

- Academic and Professional Guidance:

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

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

12. Acceptance Criterion

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

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

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.
- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.

- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

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

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

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

- Fourth Stage: Continuous Monitoring and Improvement

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

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

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

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

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

Course Description Form

1. Course Name:
Phonetics & Phonology
2. Course Code:
3. Semester / Year:
2024-2025
4. Description Preparation Date:
22/9/2024
5. Available Attendance Forms:
6. Number of Credit Hours (Total) / Number of Units (Total)
96
7. Course administrator's name (mention all, if more than one name)
Name: Dr. khulood Ibrahim Name: Dr. Abdulkareem Yaseen Email: Abdulkareem.env.hum@uodiyala.edu.iq

8. Course Objectives	
Course Objectives	- Teaching students the phonetics of the English language and contributing to t professional development of English language students. - Providing students with the necessary information to pronounce English soun correctly. - Recognizing the articulation of letters, ways of pronouncing sounds, their formatic and whether they are voiced or voiceless. - Providing students with detailed information about phonetic processes in the Engli language. - Equipping students with the information and skills necessary to teach phonetic aspec - Providing students with the information and skills necessary to understand a comprehend the English language, preparing them for social communication wi English speakers.
9. Teaching and Learning Strategies	
Strategy	- Memorization or recalling information and understanding it. - Comprehension and assimilation, including: 1. Developing mental abilities and skills. 2. Translation. 3. Interpretation.

	4. Inductive reasoning. - Application: Using abstract ideas in new and concrete situations. - Analysis: Breaking down the material into its constituent elements, tracing t 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		nderstanding the cience of sound.	Phonetics	olanation on the whiteboard - PowerPoint presentation	Solving exercises, oral questions, and written questions.
Second		Understanding the lications of the science of sound.	e applications of Phonetics	olanation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Third		derstanding the science of acoustic construction.	Phonology	olanation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.

Fourth		Understanding the lications of the science of acoustic construction.	he Applications of Phonology	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Fifth		fferentiating between the science of sound and acoustic construction.	he Relationship tween Phonetics & Phonology	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Sixth		Knowledge of explosive sounds.	losive Sounds	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Seventh		Knowledge of fricative sounds.	icative Sounds	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Eighth		nowledge of articulated consonant sounds.	ffricate Sounds	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Ninth		dentifying nasal sounds.	Nasal Sounds	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Tenth		dentifying semi-vowel sounds.	Semi-vowel Sounds	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.

Eleventh		entifying vowel sounds.	Vowel Sounds	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Twelfth		nowledge of pure vowel sounds.	Pure Vowels	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Thirteenth		nowledge of front vowel sounds.	Front Vowels	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Fourteenth		owledge of central vowel sounds.	entral Vowels	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Fifteenth		nowledge of back vowel sounds.	Back Vowels	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Sixteenth		nowledge of diphthong vowel sounds 1.	Diphthongs 1	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Seventeenth		nowledge of diphthong vowel sounds 2.	Diphthongs 2	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.

Eighteenth		derstanding the science of sound.	Phonetics	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Nineteenth		nowledge of diphthong vowel sounds 3.	Diphthongs 3	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Twentieth		nowledge of triphthong vowel sounds 1.	Triphthongs 1	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Twenty-First		nowledge of triphthong vowel sounds 2.	Triphthongs 2	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Twenty-Second		derstanding phonological processes.	Phonological Processes	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Twenty-Third		derstanding assimilation.	Assimilation 1	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Twenty-Fourth		nderstanding progressive assimilation.	Progressive Assimilation	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.

Twenty-Fifth		nderstanding regressive assimilation.	Regressive Assimilation	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Twenty-Sixth		Knowledge of random assimilation.	Coalescent Assimilation	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Twenty-Seventh		Rhotic assimilation 1.	Linking \ r\ 1	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Twenty-Eight		Rhotic assimilation 2.	Linking \r\ 2	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Twenty-Ninth		arning and understanding rhythm.	Rhythm	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Thirtieth		arning and understanding deletion.	Elision	planation on the whiteboard - PowerPoint presentation -	Solving exercises, oral questions, and written questions.
Course Evaluation .11					
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. .1 **Final Exam Grade (60%)**: The final exam contributes 60% to the annual grade. .2					

To calculate the annual grade, you would typically determine the weighted average of the grades earned in each component. For example: Annual Grade = (0.4 * Yearly Grade) + (0.6 * Final Exam Grade) This formula combines the weighted percentages of each component to determine the student's overall annual grade.	
Learning and Teaching Resources .12	
Required textbooks (curricular books, if any)	English Phonetics & Phonology
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 specializations.

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

Academic Program and Course Description Guide

2024-2025

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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(here write the class)	-----	(here write the course name)		

8. Expected learning outcomes of the program

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

	4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively.

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.	- Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.

- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				

Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Instr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				

Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

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

- Developing Educational and Teaching Strategies:

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

- Assessing Learning and Teaching Outcomes:

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

- Professional Development:

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

- Program Monitoring and Evaluation:

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

- Academic and Professional Guidance:

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

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

12. Acceptance Criterion

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

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

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.
- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.

- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

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

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

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

- Fourth Stage: Continuous Monitoring and Improvement

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

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

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

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

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

Course Description Form

1. Course Name:
Phonetics
2. Course Code:
-----
3. Semester / Year:
2024-2025
4. Description Preparation Date:
16/9/2023
5. Available Attendance Forms:
First stage
6. Number of Credit Hours (Total) / Number of Units (Total)
30 weeks
7. Course administrator's name (mention all, if more than one name)
Name: Inst. Dr. Zainab Saad Mohammed / Inst. Dr. Abdulkareem Yaseen Ahmed Email: Zainab.en.hum@uodiyala.edu.iq\ abdulkareem.env.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	● Familiarise students with the various organs of speech and their roles in speech sound production ● Help students understand how articulatory knowledge helps students to classify and describe speech sounds. ● Introduce students to the International Phonetic Alphabet Develop students' skills to recognise and produce the English segmental phonemes in isola and in context.

9. Teaching and Learning Strategies

Strategy	Lectures Discussions Demonstrations Practice activities Student Presentations

10. Course Structure

Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
First	3	Introduction to Phonetics	Introduction to Phonetics	Introduction to the topic - Discussion a dialogue - Presentation	Oral tests Homework Class participations

Second	3	The International Phonetic Alphabet (IPA)	Introduction to Phonetics	Introduction to the topic - Discussion a dialogue - Presentation	Oral tests Homework Class participations
Third	3	Organs of speech	Organs of speech	Introduction to the topic - Discussion a dialogue - Presentation	Oral tests Homework Class participations
Fourth	3	The larynx and the vocal cor	Organs of speech	Introduction to the topic - Discussion a dialogue - Presentation	Oral tests Homework Class participations
Fifth	3	The palate and The teeth	Organs of speech	Introduction to the topic - Discussion a dialogue - Presentation	Oral tests Homework Class participations
Sixth	3	The tongue and The lips	Organs of speech	Introduction to the topic - Discussion a dialogue - Presentation	Oral tests Homework Class participations
Seventh	3	plosives	Consonants in Engl	Introduction to the topic - Discussion a dialogue - Presentation	Oral tests Homework Class participations
Eighth	3	plosives	Consonants in Engl	Introduction to the topic - Discussion a dialogue - Presentation	Oral tests Homework Class participations
Ninth	3	Fricatives:	Consonants in Engl	Introduction to the topic - Discussion a dialogue - Presentation	Oral tests Homework Class participations
Tenth	3	Affricates	Consonants in Engl	Introduction to the topic - Discussion a dialogue - Presentation	Oral tests Homework Class participations
Eleventh	3	Affricates	Consonants in Engl	Introduction to the topic - Discussion a dialogue - Presentation	Oral tests Homework Class participations
Twelfth	3	Nasals	Consonants in Engl	Introduction to the topic	Oral tests Homework

				- Discussion ar dialogue - Presentations	Class participations
Thirteenth	3	Lateral	Consonants in Engl	Introduction to the topic - Discussion ar dialogue - Presentations	Oral tests Homework Class participations
Fourteenth	3	Glides	Consonants in Engl	Introduction to the topic - Discussion ar dialogue - Presentations	Oral tests Homework Class participations
Fifteenth	3	Consonant Clusters in English	Consonant Clusters English	Introduction to the topic - Discussion ar dialogue - Presentations	Oral tests Homework Class participations
Sixteenth	3	Initial Clusters	Consonant Clusters English	Introduction to the topic - Discussion ar dialogue - Presentations	Oral tests Homework Class participations
Seventeenth	3	Medial clusters	Consonant Clusters English	Introduction to the topic - Discussion ar dialogue - Presentations	Oral tests Homework Class participations
Eighteenth	3	Final clusters	Consonant Clusters English	Introduction to the topic - Discussion ar dialogue - Presentations	Oral tests Homework Class participations
Nineteenth	3	Vowels in English	Vowels in English	Introduction to the topic - Discussion ar dialogue - Presentations	Oral tests Homework Class participations
Twentieth	3	pure vowels – short	Vowels in English	Introduction to the topic - Discussion ar dialogue - Presentations	Oral tests Homework Class participations
Twenty-First	3	pure vowels - long	Vowels in English	Introduction to the topic - Discussion ar dialogue - Presentations	Oral tests Homework Class participations
Twenty-Second	3	diphthongs: closing diphthongs	Vowels in English	Introduction to the topic	Oral tests Homework

				- Discussion ar dialogue - Presentations	Class participations
Twenty-Third	3	centring diphthongs	Vowels in English	Introduction to the topic - Discussion ar dialogue - Presentations	Oral tests Homework Class participations
Twenty-Fourth	3	centring diphthongs	Vowels in English	Introduction to the topic - Discussion ar dialogue - Presentations	Oral tests Homework Class participations
Twenty-Fifth	3	weak forms	Weak and Str Forms	Introduction to the topic - Discussion ar dialogue - Presentations	Oral tests Homework Class participations
Twenty-Sixth	3	strong forms	Weak and Str Forms	Introduction to the topic - Discussion ar dialogue - Presentations	Oral tests Homework Class participations
Twenty-Seventh	3	Sound in contexts	Sound in contexts	Introduction to the topic - Discussion ar dialogue - Presentations	Oral tests Homework Class participations
Twenty-Eight	3	Assimilation	Sound contexts	Introduction to the topic - Discussion ar dialogue - Presentations	Oral tests Homework Class participations
Twenty-Ninth	3	Elision	Sound in contexts	Introduction to the topic - Discussion ar dialogue - Presentations	Oral tests Homework Class participations
Thirtieth	3	Linking	Sound in contexts	Introduction to the topic - Discussion ar dialogue - Presentations	Oral tests Homework Class participations

11. Course Evaluation

The annual grade consists of two components:

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	- O'Connor, J. D. (1980). *Better English Pronunciation*. Cambridge: Cambridge University Press. Marks, J. (2007). *English pronunciation in use: self-study and classroom use*. Cambridge: Cambridge University Press
Main references (sources)	----------
Recommended books and references (scientific journals, reports…)	----------
Electronic References, Websites	Selected internet sources

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

Academic Program and Course Description Guide

Introduction:

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

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

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

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

Concepts and terminology:

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

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

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

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

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

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

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

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

Academic Program Description Form

University Name: University of Diyala

Faculty/Institute: College of Education for Humanities

Scientific Department: Department of English

Academic or Professional Program Name: English

Final Certificate Name: B.A of Education in English

Academic System: Annual

Description Preparation Date: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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				
College Requirements				
Department Requirements				
Summer Training				
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
2	-----	Phonetics and phonology	2	1

8. Expected learning outcomes of the program	
Knowledge	**Learning Outcomes**
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences.

- Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	- Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: **

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

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

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

11. Faculty

Faculty Members						
Academic Rank	**Specialization**		**Special Requirements/Skills (if applicable)**		**Number of the teaching staff**	
	General	**Special**			**Staff**	**Lecturer**
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**44**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
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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				
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Assist. Instr. Doha Ismail Khalil	English	Linguistics				
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Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				

Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

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

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

- Assessing Learning and Teaching Outcomes:

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

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

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

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

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

13. **The most important sources of information about the program**
- Teaching staff. - Curriculum content. - Availability of appropriate devices, equipment, materials, and software for the specialization. - Alignment of learning resources with the specialization. - Effective use of learning resources in the educational process. - Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.

- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

- First Stage: Assessment and Needs Analysis
  - Evaluation of the Current Program: Comprehensive review of the current program to identify strengths, weaknesses, opportunities, and threats.
  - Market Needs Survey: Conducting surveys and interviews with employers, graduates, and faculty members to identify the skills and knowledge required in the job market.
- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.
  - Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.
  - Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.
- Third Stage: Plan Implementation
  - Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.
  - Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.
  - Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.
- Fourth Stage: Continuous Monitoring and Improvement
  - Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.
  - Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.
  - Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

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

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

Course Description Form

1. Course Name:

Phonetics & Phonology

2. Course Code:

3. Semester / Year:

2023-2024

4. Description Preparation Date:

17/9/2023

5. Available Attendance Forms:

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

90

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

Name: Dr. Abdulkareem Yaseen
Email: Abdulkareem.env.hum@uodiyala.edu.iq

8. Course Objectives

Course Objectives	- Teaching students the phonetics of the English language and contributing to the professional developmen of En students. - Providing students with the necessary information to pronounce English sounds correctly. - Recognizing the articulation of letters, ways of pronouncing sounds, their formation, and whether they are vo ced or - Providing students with detailed information about phonetic processes in the English language. - Equipping students with the information and skills necessary to teach phonetic aspects. - Providing students with the information and skills necessary to understand and comprehend the English lan uage, for social communication with English speakers.

9. Teaching and Learning Strategies

Strategy	- Memorization or recalling information and understanding it. - Comprehension and assimilation, including: 1. Developing mental abilities and skills. 2. Translation. 3. Interpretation. 4. Inductive reasoning. - Application: Using abstract ideas in new and concrete situations. - Analysis: Breaking down the material into its constituent elements, tracing the relationships between the parts, and or - Synthesis: Putting elements and parts together so that each becomes a whole. - Evaluation.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First		Understanding science of sour	Phonetics	Explanation the whiteboar PowerPoint presentation-	
Second		Understanding the applications of the scie of sound.	The applicati of Phonetics	Explanation the whiteboar	

				PowerPoint presentation -		w qu
Third		Understanding the scie of acoustic constructio	Phonology	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Fourth		Understanding the applications of the scie of acoustic constructio	The Applicati of Phonology	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Fifth		Differentiating betwe the science of sound a acoustic construction	The Relations between Phonetics Phonology	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Sixth		Knowledge of explosi sounds.	Plosive Sound	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Seventh		Knowledge of fricativ sounds.	Fricative Sour	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Eighth		Knowledge of articulat consonant sounds.	Affricate Sour	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Ninth		Identifying nasal soun	Nasal Sounds	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Tenth		Identifying semi-vow sounds.	Semi-vowel Sounds	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Eleventh		Identifying vowel soun	Vowel Sounds	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Twelfth		Knowledge of pure vov sounds.	Pure Vowels	Explanation the whiteboar PowerPoint presentation -		Se ex qu

						w qu
Thirteenth		Knowledge of front vo sounds.	Front Vowels	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Fourteenth		Knowledge of centra vowel sounds.	Central Vowe	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Fifteenth		Knowledge of back vo sounds.	Back Vowels	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Sixteenth		Knowledge of diphtho vowel sounds 1.	Diphthongs 1	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Seventeenth		Knowledge of diphtho vowel sounds 2.	Diphthongs 2	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Eighteenth		Understanding the scie of sound.	Phonetics	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Nineteenth		Knowledge of diphtho vowel sounds 3.	Diphthongs 3	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Twentieth		Knowledge of triphtho vowel sounds 1.	Triphthongs 1	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Twenty-First		Knowledge of triphtho vowel sounds 2.	Triphthongs 2	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
venty-Second		Understanding phonological processe	Phonological Processes	Explanation the whiteboar PowerPoint presentation -		Se ex qu

						w qu
Twenty-Third		Understanding assimilation.	Assimilation 1	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
wenty-Fourth		Understanding progressive assimilatic	Progressive Assimilation	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Twenty-Fifth		Understanding regressi assimilation.	Regressive Assimilation	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Twenty-Sixth		Knowledge of randor assimilation.	Coalescent Assimilation	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
enty-Seventh		Rhotic assimilation 1	Linking \ r\ 1	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Twenty-Eight		Rhotic assimilation 2	Linking \r\ 2	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Twenty-Ninth		Learning and understanding rhythm	Rhythm	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu
Thirtieth		Learning and understanding deletio	Elision	Explanation the whiteboar PowerPoint presentation -		Se ex qu w qu

11. Course Evaluation

The annual grade consists of two components:

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

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

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

This formula combines the weighted percentages of each component to determine the student's overall a nual	
12. Learning and Teaching Resources	
Required textbooks (curricular books, if any)	English Phonetics & Phonology
Main references (sources)	An Introduction to Phonetics & Phonol gy
Recommended books and references (scientific journals, reports...)	Research and scientific journals in the f eld of
Electronic References, Websites	Research and scientific journals in ling istic sp

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

Academic Program and Course Description Guide

2024-2025

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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

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

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: **

	- Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference.

- 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.	- Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.

- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

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

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.

- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				

Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
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Assist. Instr. Doha Ismail Khalil	English	Linguistics				
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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				

Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

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

- Developing Educational and Teaching Strategies:

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

- Assessing Learning and Teaching Outcomes:

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

- Professional Development:

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

- Program Monitoring and Evaluation:

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

- Academic and Professional Guidance:

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

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

12. Acceptance Criterion

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

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

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.
- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.

- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

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

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

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

- Fourth Stage: Continuous Monitoring and Improvement

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

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

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

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

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

Course Description Form

1. Course Name:
English Poetry (16^{th} and 17^{th} Centuries)
2. Course Code:
-----
3. Semester / Year:
2024-2025
4. Description Preparation Date:
16/9/2023
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: Asst. Inst. Shahad Mohammed Yahya Email: shahadm.en.hum.@uodiyala.edu.iq Name: Asst. Inst. Mohammed Muneer Abduljabar Email: mohammedm.env.hum@uodiyala.edu.iq

8. Course Objectives	
Course Objectives	• Exchange teaching method • E-learning method using • PowerPoint • Method of questioning and discussion

9. Teaching and Learning Strategies	
Strategy	• Definition of Poetry • Study poems for the most important poets • How to read and analyze a poem • How to recite poetry • Identifying the meanings of new words because the poem contains words that are not commonly used. • Developing students' poetic skills.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	An introduction the 16th century	Sixteen-century po	Lecturing and Discussion	Conducting test
Second	2	An Introduction English Poetry	poetry	Lecturing and Discus	Conducting tests
Third	2	The Poetic Devi	Poetry	Lecturing and Discus	Conducting tests
Fourth	2	The Hind	Poem	Lecturing and Discus	Conducting tests
Fifth	2	Like as a Ship	Poem	Lecturing and Discus	Conducting tests
Sixth	2	Spring	Poem	Lecturing and Discus	Conducting tests
Seventh	2	Leave Me, O Lo	Poem	Lecturing and Discus	Conducting tests
Eighth	2	Monthly Exam	Exam	Lecturing and Discus	Conducting tests
Ninth	2	The Passionate Shepherd…	Poem	Lecturing and Discus	Conducting tests
Tenth	2	Sonnet 18	Poem	Lecturing and Discus	Conducting tests
Eleventh	2	Sonnet 55	Poem	Lecturing and Discus	Conducting tests
Twelfth	2	Sonnet 116	poem	Lecturing and Discus	Conducting tests
Thirteenth	2	Monthly Exam	exam	Lecturing and Discus	Conducting tests
Fourteenth	2	An Introduction Metaphysical Poetry	17th-century poetry	Lecturing and Discus	Conducting tests
Fifteenth	2	Death be not Pro	Poem	Lecturing and Discus	Conducting tests
Sixteenth	2	An Introduction Cavalier Poetry	17th-century poetry	Lecturing and Discus	Conducting tests
Seventeenth	2	To Daffodils	poem	Lecturing and Discus	Conducting tests
Eighteenth	2	Monthly exam	exam	Lecturing and Discus	Conducting tests
Nineteenth	2	An Introduction John Milton	Poet's life	Lecturing and Discussion	Conducting tests
Twentieth	2	Presentations	Students' presentat	Lecturing and Discus	Conducting tests
Twenty-First	2	On His Blindnes	Poem	Lecturing and Discus	Conducting tests
Twenty-Second	2	Paradise Lost	Poem	Lecturing and Discus	Conducting tests
Twenty-Third	2	The Collar	Poem	Lecturing and Discussion	Conducting tests
Twenty-Fourth	2	Monthly exam	exam	Lecturing and Discus	Conducting tests
Twenty-Fifth	2	An Introduction the Neo-Classica Period	17th-century poetry	Lecturing and Discus	Conducting tests
Twenty-Sixth	2	John Dryden's Biography	Poet's life	Lecturing and Discus	Conducting tests
Twenty-Seventh	2	aily Assessment	Daily assessment	Lecturing and Discus	Conducting tests
Twenty-Eight	2	Absalom and Achitophel	poem	Lecturing and Discus	Conducting tests
Twenty-Ninth	2	Essay on Criticis	poem	Lecturing and Discus	Conducting tests
Thirtieth	2	Monthly exam	exam	Lecturing and Discus	Conducting tests

11. Course Evaluation

The annual grade consists of two components:

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

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	English Poetry (The Sixteenth Century) English Poetry (The Seventeenth Centu
Main references (sources)	Concise anthology of English poetry for second year students
Recommended books and references (scientific journals, reports…)	World and Iraqi periodical
Electronic References, Websites	Encyclopediabritanics.com

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

Academic Program and Course Description Guide

2024-2025

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: 16/9/2024
File Completion Date: 17/9/2024

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2024

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2024

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2024
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean
Prof. Luay Sayhoud Fawwaz (Ph.D.)

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours

			theoretical	practical
(here write the class)	-----	(here write the course name)		

8. Expected learning outcomes of the program

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

	- Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.

- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom.

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

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

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				

Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Instr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				

Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
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Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				

Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				
Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

- Developing Educational and Teaching Strategies:

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

- Assessing Learning and Teaching Outcomes:

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

- Professional Development:

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

- Program Monitoring and Evaluation:

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

- Academic and Professional Guidance:

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

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

12. Acceptance Criterion

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

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

13. The most important sources of information about the program

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

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

14. Program Development Plan

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

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

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

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

- Fourth Stage: Continuous Monitoring and Improvement

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

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

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

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

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

Course Description Form

1. Course Name:
Romantic and Victorian Poetry (Stage Three)
2. Course Code:
-----
3. Semester / Year:
2024-2025
4. Description Preparation Date:
16/9/2023
5. Available Attendance Forms:
Full Attendance
6. Number of Credit Hours (Total) / Number of Units (Total)
60 Hours / 3 Units
7. Course administrator's name (mention all, if more than one name)
Name: Assist. Instr. Al-Yamama Qais Youssef Email: alyamamah.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**1.Introducing romantic and Victorian poetry and recognizing the characteristics of Poetry in the two periods and the major differences between them.** **2. Lean about the prominent Romantic and Victorian poets and poems Written in these two periods.** **3. Students learn how to analyze poems rhetorically and stylistically.** **4.Students learn how to extract meanings and ideas from poetic texts.**

9. Teaching and Learning Strategies

Strategy	-Reading the text -presenting critics' analysis of the poetic text -participating students in the analysis and understanding the poetic text by 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 of romantic poetry	An introduction to Romantic Poetry	Get Knowledge about the transformation c 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 An 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 a Nightingale	Close reading And textual analysis	Discussion and questioning
Thirteenth	2 hours	Keats' Poetry	La belle Dame Sans Merci	Close reading And textual analysis	Discussion and questioning
Fourteenth	2 hours	Byron's Poetry	She Walks in Beauty	Close reading And textual analysis	Discussion and questioning
Fifteenth	2 hours	Exam			Test
Sixteenth	2 hours	Main Features pf Victorian Poetry	Introduction to Victorian Poetry	Get Knowledge about the transformation of concept of poet	Discussion and questioning
Seventeenth	2 hours	Main Features pf Victorian Poetry	Introduction to Victorian Poetry		Discussion and questioning
Eighteenth	2 hours	Tennyson's Poetry	Tithonus	Close reading And textual analysis	Discussion and questioning
Nineteenth	2 hours	Tennyson's Poetry			
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	Twenty-Four	2 hours	Arnold's Poetry	Dover Beach	Close reading And textual analysis
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 brownii poetry	The Cry of the Children	Close reading And textual analysis	Discussion and questioning
Twenty-Seventh	2 hours	Rossetti's Poetry	A Birthday	Close reading And textual analysis	Discussion and questioning
Twenty-Eight	2 hours	Morris's Poetry	The Day is Coming	Close reading And textual analysis	Discussion and questioning
Twenty-Ninth	2 hours	Exam			Test
Thirtieth	2 hours	Review			

11. Course Evaluation

The annual grade consists of two components:

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

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	*English Poetry of the Nineteenth Century I *English Poetry of the Nineteenth Century II
Main references (sources)	*The Cambridge Introduction To British Romantic Poetry *The Cambridge Companion to Victorian poetry

Recommended books and references (scientific journals, reports…)	
Electronic References, Websites	Poem analysis.com

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

Academic Program and Course Description Guide

2024-2025

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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(4th year)	-----	(Modern English Poetry)	2	0

8. Expected learning outcomes of the program

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

	4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively.

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.	- Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.

- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				

Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Instr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				

Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

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:

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13. The most important sources of information about the program

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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 English Poetry
2. Course Code:
3. Semester / Year:
2024-2025
4. Description Preparation Date:
16/9/2024
5. Available Attendance Forms:
4th Year
6. Number of Credit Hours (2) / Number of Units (12)
(60)hr.
7. Course administrator's name (mention all, if more than one name)
Name: Inst. Basil Mohammed Khudair (M.A) Email: basil.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	– Improving students ability' of students to interpret English poems and communicate effectively in spoken language with a reasonable degree of fluency and accuracy. – Develop the ability of students to read and comprehend English poetry. – 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	1. Encouraging active listening: Teach students active listening techniques such as maintaining eye contact, asking questions, and paraphrasing to ensure comprehension. 2. Pair and group discussions: Encourage students to engage in conversations with their peers, actively listening and responding to each other. 3. Role-playing exercises: Use role-playing to simulate real-life situations and enhance listening skills. 4. Audio recordings and podcasts: Play audio recordings or podcasts that require active listening and comprehension. 5. Engaging in meaningful conversations: Create opportunities for students to engage in conversations that promote critical thinking and expression of ideas. 6. Common use of phrases used on a daily basis among native speakers of the language. 7. Providing linguistic support and correct instructions to students regarding vocabulary, grammar, and adaptation to different accents. 8. Urging students to participate in direct communication by training students to express their opinion and disagreement with other speakers. 9. Increase cultural awareness by discussing cultural topics of multiple sources and differences. 10. Resolving exercises , assignments and small class discussions.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First		Understanding the basic poetic terminology	Definitions of poe schools	Uploading vid audio and writ lectures, discussion dialogue, showing a film	Attending a participating in the lectur via the electronic class - homework

Second		Understanding the features of the modern a	Traditions, Features, costumes	=	=
Third		Understanding the Symbolist movement	*The Symbolist Movement of Poetry*	=	=
Fourth		Students understand a interpret "Sailing Byzantium" by W.B. Yea	"Sailing to Byzantiu by W.B. Yeats	=	=
Fifth		Students understand a interpret "The Secc Coming" by W.B. Yeats	"The Second Comi by W. B. Yeats	=	=
Sixth		Understanding The Georg School of poetry.	The Georgian school poetry	=	=
Seventh		Major poets of t Georgian school	Introduction to majo poems	=	=
Eighth		First Exam- First term		=	=
Ninth		Understanding a interpreting "T Listeners"	"The Listeners" Walter De La Mare	=	=
Tent		Understanding a interpreting "T Listeners"	"The Listeners" Walter De La Mare	=	=
Eleventh		Introduction to T Social School of Poet	The social school poetry	=	=
Twelfth		Understanding "T Unknown Citizen"	"The Unknown Citize	=	=
Thirteen		Identifying a interpreting the poe techniques	"The Unknown Citizen"	=	=
ourteenth		Brief summary of poetic schools	"The Listeners" a "The Unknown Citize	=	=
Fifteenth		Second Exam- First Ter			
Sixteenth		Identify the characteristics of the Neo-Romanticism	The Neo-Romantici school of poetry		=
venteenth		Understanding and interpreting "Fern Hill"	*"Fern Hill" By Dylan Thomas*	=	=

ighteenth		Discussing the ma themes in "Fern Hill"	Childhood Nostalgia Memories	=	=
ineteenth		Introduction to the Imag Movement in poetry	The Imagist Moveme	=	
Twentieth		Understanding a interpreting "The L Song of J Alfred Prufrocl	"The Love Song o Alfred Prufrock"	=	=
Twenty-First		Identifying the poe devices of "The Love So of J. Alfred Prufrock"	"The Love Song o Alfred Prufrock"	=	=
Twenty-Second		Understanding a identifying the ma themes of "The Love So of J. Alfred Prufrock"	Understanding a identifying the ma themes of "The L Song of J. Alf Prufrock"	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
Twenty-Third		First Exam Second Term			
Twenty-Fourth		Introduction to "T Movement School Poetry"	Introduction to "T Movement School Poetry"	=	=
Twenty-Fifth		Understanding a interpreting "At Grass"	"At Grass" By Phillip Larkin	=	=

Twenty-Sixth		Understanding a interpreting "Chu Going"	"Church Going" By Phillip Larkin	=	=
Twenty-Seventh		Understanding "T Extremist Art"	The Extremist Art	=	=
Twenty-Eight		Understanding "T Casuality"	"The Casuality"	=	=
Twenty-Ninth		Understanding "Thou Fox"	"Thought Fox"		
Thirtieth		General Review a Second Exam – Secc Term			

11. Course Evaluation

The annual grade consists of two components:

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	One Act-plays
Main references (sources)	Twentieth Century Poetry -
Recommended books and references (scientific journals, reports…)	Modern English poetry
Electronic References, Websites	http/www.modern poetry

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

2024-2025

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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(First Class)	-----	(Skillful Reading and Writings)		

8. Expected learning outcomes of the program

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

	4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively.

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.	- Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.

- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				

Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Instr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				

Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

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

- Developing Educational and Teaching Strategies:

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

- Assessing Learning and Teaching Outcomes:

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

- Professional Development:

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

- Program Monitoring and Evaluation:

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

- Academic and Professional Guidance:

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

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

12. Acceptance Criterion

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

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

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.
- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.

- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

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

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

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

- Fourth Stage: Continuous Monitoring and Improvement

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

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

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

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

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

Course Description Form

1. Course Name:
Reading and Writing
2. Course Code:
ــــــ
3. Semester / Year:
2024-2025
4. Description Preparation Date:
16/9/2023
5. Available Attendance Forms:
In-person attendance / First Class
6. Number of Credit Hours (Total) / Number of Units (total)
50/ 10
7. Course administrator's name (mention all, if more than one name)
Name: Asst. Prof. Eman Riyadh Adeeb Email: emanr.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	**1. Develop students' reading comprehension skills through exposure to authentic, relevant texts, enhancing their ability to analyze and interpret critically.** **2. Elevate students' writing proficiency by focusing on clarity, coherence, and creativity in expression, aiming to improve their ability to communicate effectively.** **3. Integrate language development, including deepening vocabulary and improving grammar, to holistically and sustainably support reading and writing skills.** **4. Encourage students to engage in critical thinking and analytical responses to texts, fostering a deeper understanding of written materials.** **5. Develop students' summarization and analytical writing skills to ensure they can articulate clear and logically structured ideas.** **6. Enhance students' ability to use language effectively in various communicative contex including academic discussions and both formal and informal writing.**

9. Teaching and Learning Strategies

Strategy	• Integrated Lecture and Interactive Discussion. • Technology-Enhanced Instruction in the Classroom. • Self-Directed Learning through Extracurricular Assignments. • Student-Led Presentations. • Collaborative Learning Experiences. • Microteaching for Skill Development.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Unit One part	"Character: A you a natu leader?	- Conducting a comprehensive reading of the te and introducing key vocabulary a new lexicon - Facilitating in-depth discussion and dialogues - Identifying and extracting pertinent synonyms	- Written a assessme ts - Routine d ily assignme ts - Discussio s accompa ied b audio and vide clips
Second	2	Unit one , part	Unit One "Character: The hero within"	- Conducting comprehensive reading the text and introduc key vocabulary and n lexicon - Facilitating in-de discussions and dialogu - Identifying a extracting pertin synonyms	- Written an assessments - Routine da assignments - Disc ussi accompanied by au and video clips
Third	2	Assignment			
Fourth	2	Unit 2 part1	"Time: A matte of Time"	Conducting comprehensive reading the text and introduc key vocabulary and n lexicon	- Written a assessme ts - Routine da assignme ts

				Facilitating in-de discussions and dialogu Identifying and extract pertinent synonyms	- Discussio accompa ied audio an vi clips
Fifth	2	Unit 2 part2	"Time: What ti is it?"	Conducting comprehensive reading the text and introduc key vocabulary and n lexicon Facilitating in-de discussions and dialogu Identifying and extract pertinent synonyms	- Written a nd c assessme ts - Routine da assignme ts - Discussio s accompa ied audio an vi clips
Sixth	2	First Mont Examination			
Seventh	2	Unit 3 part 1	"Home: Home where the hear is"	Conducting comprehensive reading the text and introduc key vocabulary and n lexicon Facilitating in-de discussions and dialogu Identifying and extract pertinent synonyms	- Written a nd c assessme ts - Routine da assignme ts - Discussio s accompa ied audio an vi clips
Eighth	2	Unit 3 part 1	"Home: Ho automation"	- Conducting comprehensive reading the text and introduc key vocabulary and n lexicon - Facilitating in-de discussions and dialogu - Identifying a extracting pertin synonyms	- Written an assessments - Routine da assignments - Disc ussi accompanied by au and video clips
Ninth	2	Unit 4 part 1	"Size: Fuel of sea"	- Conducting comprehensive reading of the t and introduc key vocabulary a new lexicon - Facilitating depth discussi and dialogues - Identifying a extracting	- Written a nd c assessme ts - Routine da assignme ts - Discussio s accompa ied audio an vi clips

				pertinent synonyms	
Tenth	2	Unit 4 part 2	"Size doesn't mat	- Conducting comprehensive reading of the t and introduc key vocabulary a new lexicon - Facilitating depth discussi and dialogues - Identifying a extracting pertinent synonyms	- Written a assessme - Routine assignme - Discussio accompa audio an clips
Eleventh	2	Assignment			- Assessment tes
Twelfth	2	Unit 5 part 1	"Patterns: Time for a change"	- Conducting comprehensive reading of the t and introduc key vocabulary a new lexicon - Facilitating depth discussi and dialogues - Identifying a extracting pertinent synonyms	- Written a assessme - Routine assignme - Discussio accompa audio an clips
Thirteenth	2	Unit 5 part 2	"Patterns: The Fibonacci sequen	- Conducting comprehensive reading of the t and introduc key vocabulary a new lexicon - Facilitating depth discussi and dialogues - Identifying a extracting pertinent synonyms	- Written a assessme - Routine assignme - Discussio accompa audio an clips
Fourteenth	2	Second Month Exam			- Assessment tes

Fifteenth	2	Mid-year holiday			
Sixteenth	2	Unit 6 part 1	"Speed: Hurry u and slow down	- Conducting comprehensive reading of the t and introduc key vocabulary a new lexicon - Facilitating depth discussi and dialogues - Identifying a extracting pertinent synonyms	- Written a assessme - Routine da assignme - Discussio accompa audio an clips
Seventeenth	2	Unit 6 part 2	"Speed: Keepin up with the Tarahumara	- Conducting comprehensive reading of the t and introduc key vocabulary a new lexicon - Facilitating depth discussi and dialogues - Identifying a extracting pertinent synonyms	- Written a assessme - Routine da assignme - Discussio accompa audio an clips
Eighteenth	2	assignment			- Assessment tes
Nineteenth	2	Unit 7 part 1	"Vision: Is seei really believing"	- Conducting a comprehensive reading of the te and introducing key vocabulary a new lexicon - Facilitating in-depth discussion and dialogues - Identifying and extracting pertinent synonyms	- Written a assessm - Routine dail assignm - Discus accompa audio an clip
Twentieth	2	Unit 7 part 2	"Vision: Color flags"	- Conducting comprehensive	- Written a assessme

				reading of the t and introduc key vocabulary a new lexicon - Facilitating depth discussi and dialogues - Identifying a extracting pertinent synonyms	- Routine da assignme ts - Discussio s accompa ied audio an vi clips
Twenty-First	2	Third monthly exam			- Assessment tes
Twenty-Seco	2	Unit 8 part 1	"Extremes: Earth's fi frontier"	- Conducting comprehensive reading of the t and introduc key vocabulary a new lexicon - Facilitating depth discussi and dialogues - Identifying a extracting pertinent synonyms	- Written a d o assessme ts - Routine da assignme ts - Discussio s accompa ied audio an vi clips
Twenty-Third	2	Unit 8 part 2	"Extremes: Su Sherpa"	- Conducting a comprehensive reading of the text and introducing key vocabulary and new lexicon - Facilitating in-depth discussions and dialogues - Identifying and extracting pertinent synonyms	- Written a d o assessme ts - Routine da assignme ts - Discussio s accompa ied audio an vi clips
Twenty-Four	2	Unit 9 part 1	"Life: Coming age"	- Conducting comprehensive	- Written a d o assessme ts

				reading of the t and introduc key vocabulary a new lexicon - Facilitating depth discussi and dialogues - Identifying a extracting pertinent synonyms	- Routine da assignme ts - Discussio s accompa ied audio an vi clips
Twenty-Fifth	2	Unit 9 part 2	"Life: Garden 380 kilomet above earth	- Conducting comprehensive reading of the t and introduc key vocabulary a new lexicon - Facilitating depth discussi and dialogues - Identifying a extracting pertinent synonyms	- Written a d c assessme ts - Routine da assignme ts - Discussio s accompa ied audio an vi clips
Twenty-Sixth	2	Assignment 4			
Twenty-Seve	2	Unit 10 part 1	“Work: T farmer’s lazy sc	- Conducting comprehensive reading of the t and introduc key vocabulary a new lexicon - Facilitating depth discussi and dialogues - Identifying a extracting pertinent synonyms	- Written a d c assessme ts - Routine da assignme ts - Discussio s accompa ied audio an vi clips
Twenty-Eight	2	Unit 10 part 2	“Work: Leave it the robo	- Conducting comprehensive reading of the t and introduc key vocabulary a new lexicon	Written and c assessments Routine da assignments Discussions accompanied by au and video clips

				- Facilitating depth discussi and dialogues - Identifying a extracting pertinent synonyms	
Twenty-Ninth	2	Third monthly exam			- Assessme t te
Thirtieth	2	Semester Two Overall Revie			

11. Course Evaluation

The annual grade consists of two components:

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

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	-1. Bixby, J., & Simson, D. (2016). Skillful Reading a Writing, Macmillan Education. & -
Main references (sources)	-1. Bixby, J., & Simson, D. (2016). Skillful Reading a Writing, Macmillan Education. &
Recommended books and references (scientific journals, reports…)	- A Comprehensive Grammar of the English Language Randolph Quirk, Sidney Greenbaum, Geoffrey Leech, Jan Svartvik. - The Cambridge Grammar of the English Language. Rodney Huddleston - Geoffrey K. Pullum -
Electronic References, Websites	Internet sites

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

2024-2025

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: 16/9/2024
File Completion Date: 17/9/2024

Signature:
Head of Department Name:
Dr. Amjed Lateef Jabbar
Date: 20/9/2024

Signature:
Scientific Associate Name:
Dr. Ghazwan Adnan Mohammed
Date: 25/9/2024

The file is checked by:
Department of Quality Assurance and University Performance
Director of the Quality Assurance and University Performance Department:
Date: 1/10/2024
Signature:
Assist. Instr. Ehab Sami Hussain

Approval of the Dean
Prof. Luay Sayhoud Fawwaz (Ph.D.)

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				
College Requirements				
Department Requirements				
Summer Training				
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes

1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities.

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

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

- The student should appreciate the contributions of scholars and theorists in the development of the language.	2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

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

10. Evaluation methods

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

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			49	5
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Dr. Eman Riyadh Adeeb	English	Linguistics				
Assist. Prof. Dr. Hadeel Hatif Jassam	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				

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

Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Professional Development

Mentoring new faculty members

− Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the

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

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

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

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

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

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

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

- Developing Educational and Teaching Strategies:

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

- Assessing Learning and Teaching Outcomes:

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

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

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

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

12. Acceptance Criterion

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

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**

- **Expressing a desire to study in the chosen department.**
- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

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

14. Program Development Plan

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

- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.
  - Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.
  - Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.
- Third Stage: Plan Implementation
  - Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.
  - Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.
  - Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.
- Fourth Stage: Continuous Monitoring and Improvement
  - Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.
  - Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.
  - Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with

market requirements and provide training and employment opportunities for students.

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

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

Course Description Form

1. Course Name: Reading
2. Course Code:
3. Semester / Year:
2024–2025
4. Description Preparation Date:
16/9/2025
5. Available Attendance Forms:
Second Year
6. Number of Credit Hours (Total) / Number of Units (Total)
(60)hr.
7. Course administrator's name (mention all, if more than one name)
Name: Instr. May Tahseen Hameed Email: may.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	• Develop listening and speaking skills • Improving students ability' to communicate effectively in spoken language with a reasonable degree of fluency and accuracy in different social settings and genres Various social meetings • Increase fluency and confidence in speaking and Familiarizing students with the ways native speakers pronounce and enunciate different language units. • Developing students' abilities to assimilate meaning and comprehend

	maximum number of sentences in natural contexts.

9. Teaching and Learning Strategies

Strategy	• Encouraging active listening: Teach students active listening techniques such as maintaining eye contact, asking questions, and paraphrasing to ensure comprehension. • Pair and group discussions: Encourage students to engage in conversations with their peers, actively listening and responding to each other. • Role-playing exercises: Use role-playing to simulate real-life situations and enhance listening skills. • Audio recordings and podcasts: Play audio recordings or podcast that require active listening and comprehension. • Engaging in meaningful conversations: Create opportunities for students to engage in conversations that promote critical thinking and expression of ideas. • Common use of phrases used on a daily basis among native speakers of the language. • Providing linguistic support and correct instructions to students regarding vocabulary, grammar, and adaptation to different accents. • Urging students to participate in direct communication by training students to express their opinion and disagreement with other speakers. • Increase cultural awareness by discussing cultural topics of multiple sources and differences. • Resolving exercises , assignments and small class discussions.

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciatio	Unit1 The Youngst behind youTube	Play reading audio + Explanation of spea strategies and the expressions used those readings + Training in spea strategies Explain and s exercises	Tests: Oral and written: daily& monthly

Second	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit2 When to use Female Nouns	Play creading audio + Explanation of spea strategies and the expressions used those readings+ Training in spea strategies Explain solve exercises	Tests: Oral :writt daily & mont
Third	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit3 Your Negative Attitude can Hurt your Career	Play audio + Explanation of spea strategies and the expressions used those readings + Training in spea strategies Explain solve exercises	Tests: Oral :writt daily & mont
Fourth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 4 The Colo World Synethesia	Play audio + Explanation of spea strategies and the expressions used those reading + Training in spea strategies Explain solve exercises	Tests: Oral written: dai monthly
Fifth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit5 What is creative thinking	Play audio + Explanation of spea strategies and the expressions used those Reading + Training in spea strategies Explain solve exercises	Tests: Oral written: dai monthly
Sixth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit5 What is creative thinking Part2	Play reading audio + Explanation of spea strategies and the expressions used those readings + Training in spea strategies Explain solve exercises	Tests: Oral written: dai monthly
Seventh	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit	Unit6 Listen Up Part1	Play reading audio + Explanation of spea strategies and the expressions used those reading +	Tests: Oral written: dai monthly

		Communicate confidently and effectively in those situations. use basic structures in their oral communication.. Use appropriate vocabulary in any type of conversation improve pronunciation		Training in spea strategies Explain solve exercises	
Eighth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit6 Listen Up Part2	Play reading audio + Explanation of spea strategies and the expressions used those reading + Training in spea strategies Explain solve exercises	Tests: Oral written: &mont
Ninth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Review Units 1-6	Play readings audio + Explanation of spea strategies and the expressions used those reading + Training in spea strategies Explain solve exercises	Tests: Oral written: &mont
Tenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 7 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 written: &mont
Eleventh	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 7 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 written: &mont
Twelfth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation	Unit 8 This is your office Part1	Play reading audio + Explanation of spea strategies and the expressions used those reading + Training in spea strategies Explain solve exercises	Tests: :and wr daily & mont

		improve pronunciation			
Thirteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 8 Why I quit the company Part2	Play reading audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests: Oral and written: daily &monthly
Fourteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit9 East meets West on Risky Cyberhighway Part1	Play audio + Explanation of speal strategies and the expressions used those readings + Training in speal strategies Explain solve exercises	Tests: Oral :and written daily&monthly
Fifteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit9 East meets West on Risky Cyberhighway Part2	Play c audio + Explanation of speal strategies and the expressions used those + Training in speal strategies Explain solve exercises	Tests : Oral and :written daily& monthly
Sixteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 10 Don't Let Stereotype Warp Your Judgment Part 1	Play audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests: Oral and :written daily& monthly
Seventeenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 10 Don't Let Stereotype Warp Your Judgment Part2	Play audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests: Oral and :written daily& monthly
Eighteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit	Unit11 The art of reading Part1	Play \ audio + Explanation of speal strategies and the	Tests : Oral and :written

		Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation		expressions used those reading + Training in spea strategies Explain solve exercises	daily& monthly
Nineteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit11 The art of reading Part2	Play audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Test s :Oral and writt :en daily & mon thly
Twentieth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 12 When E.T calls Part1	Play audio + Explanation of spea strategies and the expressions used those + Training in spea strategies Explain solve exercises	Test s :Oral and writt :en daily & mon thly
Twenty-First	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 12 When E.T calls Part2	Play audio + Explanation of spea strategies and the expressions used those creading + Training in spea strategies Explain solve exercises	Test s :Oral and writt :en daily & mon thly
venty-Second	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit13 ReviewPar	Play audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Test s :Oral and writt :en daily & mon thly
Twenty-Third	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use	Unit1 The Youngsters Part2	Play audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests : Oral and written daily : & monthl y

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

		to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	I work well under pressure Part2	Explanation of spea strategies and the expressions used those + Training in spea strategies Explain solve exercises	written daily : & monthl y
Thirtieth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations while using key linguistic constructs in oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Review units 7-1	Play audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests : Oral and written daily : & monthl y

11. Course Evaluation

The annual grade consists of two components:

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

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Linda Lee (2009). Select Readings. Cambridge: Cambridge University Press with (CD)
Main references (sources)	
Recommended books and references (scientific journals, reports…)	Developing Reading and speaking k English Pronunciation in use (self-t and classroom)
Electronic References, Websites	• BBC Learning English • ,EngVid English Resource Lab

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

Academic Program and Course Description Guide

2024-2025

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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

1. Program Vision

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

2. Program Mission

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

3. Program Objectives

- Preparing academic staff with a bachelor's degree tasked with leading the educational process in society.
- Graduating specialists in English language and its literature equipped with linguistic and literary skills.
- Preparing specialized academic personnel with master's and doctoral degrees to supply Iraqi universities and research institutions in society.
- Conducting basic and applied studies and holding scientific seminars and conferences that contribute to the advancement of society.

- Keeping pace with the labor market and knowledge updates.
- Empowering students in technical writing, research, and creativity.
- Fostering innovation and creativity in the field of English language.
- Focusing on the practical aspect by training students in listening and speaking skills to prepare them for dealing with English-speaking environments.
- Actively contributing to the development of textbooks, aids, and general references.
- Conducting theoretical, experimental, and comparative research in the field of English language and its literature.
- Providing scientific expertise and advice to educational institutions in the community to ensure keeping up with developments in their field of specialization.
- Refining critical and creative thinking skills among students.
- Building partnerships with the public and private sectors by conducting studies and providing consultations in the field of specialization.

4. Program Accreditation

Does the program have program accreditation? And from which agency?
None

5. Other external influences

Is there a sponsor for the program?
Ministry of Higher Education and Scientific Research

6. Program Structure

Program Structure	Number of Courses	Credit hours	Percentage	Reviews*
Institution Requirements	**6**	**12**	**7%**	**----------**
College Requirements	**12**	**38**	**22,35%**	**---------**
Department Requirements	**28**	**124**	**72,95%**	**-------**
Summer Training	**-------**	**--------**	**---------**	**------**
Other	**----------**	**---------**	**----------**	**----------**

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

7. Program Description				
Year/Level	**Course Code**	**Course Name**	**Credit Hours**	
2nd year			**theoretical**	**practical**
		Short story		

8. Expected learning outcomes of the program	
Knowledge	**Learning Outcomes**
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**

- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills. - Developing students' writing abilities in composing research papers and reports, emphasizing the extraction of facts and fostering their ability to distinguish between perspectives and established truths.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom.

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

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

11.Faculty

Faculty Members

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

	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			**42**	**5**
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Falih Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				

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

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

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

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

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

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

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

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

12.**Acceptance Criterion**

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

- Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.
- Holding a certificate of completion of secondary education or its equivalent from other countries.

- Expressing a desire to study in the chosen department.
- Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).

13. The most important sources of information about the program

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

14. Program Development Plan

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

- Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.
- Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.
- Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.

- Fourth Stage: Continuous Monitoring and Improvement
- Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.
- Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.
- Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with market requirements and provide training and employment opportunities for students.

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

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

Course Description Form

1. Course Name:
Short Story
2. Course Code:
Short Story – EF 204
3. Semester / Year:
2024-2025
4. Description Preparation Date:
16/9/2024
5. Available Attendance Forms:
2nd stage
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. Noor Emad Zaki **noor.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 import English stories. D- The ability of students to understand literary theories and schools of literatu
9. Teaching and Learning Strategies	
Strategy	1. - E-learning method using PowerPoint and video presentation. 2. - Discussion method. 3. - Encourage students to make discussion groups during lectures.

10. Course Structure					
Week	**Hours**	**Required Learning Outcomes**	**Unit or subject name**	**Learning method**	**Evaluation method**
First	2	Understanding	Definition of terms	Lecture& performances	Quizzes, papers discussions
Second	2	Understanding	Definition of terms	Lecture& performances	Quizzes, papers discussions
Third	2	Understanding,Analyzing, Criticizing	The Open Window	Lecture& performances	Quizzes, papers discussions
Fourth	2	Understanding,Analyzing, Criticizing	The Open Window	Lecture& performances	Quizzes, papers discussions
Fifth	2	Understanding,Analyzing, Criticizing	The Open Window	Lecture& performances	Quizzes, papers discussions
Sixth	2	Understanding,Analyzing, Criticizing	The Happy Prince	Lecture& performances	Quizzes, papers discussions
Seventh	2	Understanding,Analyzing, Criticizing	The Happy Prince	Lecture& performances	Quizzes, papers discussions
Eighth	2	Understanding,Analyzing, Criticizing	The Happy Prince	Lecture& performances	Quizzes, papers discussions
Ninth	2	Understanding,Analyzing, Criticizing	The Black Cat	Lecture& performances	Quizzes, papers discussions
ıth	2	Understanding,Analyzing, Criticizing	The Black Cat	Lecture& performances	Quizzes, papers discussions
Eleventh	2	Understanding,Analyzing, Criticizing	The Black Cat	Lecture& performances	Quizzes, papers discussions
Twelfth	2	Understanding,Analyzing, Criticizing	A Doll's House	Lecture& performances	Quizzes, papers discussions
Thirteenth	2	Understanding,Analyzing, Criticizing	A Doll's House	Lecture& performances	Quizzes, papers discussions
Fourteenth	2	Testing & Evaluation	Monthly exam	Testing & Evaluati	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 & Evaluati	Testing & Evaluation
d-year holiday					
Nineteenth	2	Understanding,Analyzing, Criticizing	Old Man and The Se	Lecture& performances	Quizzes, papers discussions
Twentieth	2	Understanding,Analyzing, Criticizing	Old Man and The Se	Lecture& performances	Quizzes, papers discussions
Twenty-First	2	Understanding,Analyzing, Criticizing	Old Man and The Se	Lecture& performances	Quizzes, papers discussions
wenty-Second	2	Understanding,Analyzing, Criticizing	Old Man and The Se	Lecture& performances	Quizzes, papers discussions
Twenty-Third	2	Understanding,Analyzing, Criticizing	Old Man and The Se	Lecture& performances	Quizzes, papers discussions
Twenty-Fourth	2	Understanding,Analyzing, Criticizing	Old Man and The Se	Lecture& performances	Quizzes, papers discussions
Twenty-Fifth	2	Understanding,Analyzing, Criticizing	Old Man and The Se	Lecture& performances	Quizzes, papers discussions
Twenty-Sixth	2	Testing & Evaluation	Monthly exam	Testing & Evaluati	Testing & Evaluation
venty-Seventh	2	Understanding,Analyzing, Criticizing	Old Man and The Se	Lecture& performances	Quizzes, papers discussions

Twenty-Eight	2	Understanding,Analyzing, Criticizing	Old Man and The Se	Lecture& performances	Quizzes, papers and discussions
Twenty-Ninth	2	Understanding,Analyzing, Criticizing	Old Man and The Se	Lecture& performances	Quizzes, papers discussions
Thirtieth	2	Testing & Evaluation	Monthly exam	Testing & Evaluati	Testing & 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 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

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

2024-2025

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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical
(here write the class)	-----	(here write the course name)		

8. Expected learning outcomes of the program

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

	4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively.

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.	- Learning advanced reading strategies such as text analysis, content prediction, and inference. - Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and

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

9. Teaching and Learning Strategies

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

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.

- Assignment grades assigned for homework tasks.
- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				

Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Instr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				
Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				

Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				
Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				

Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

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

- Developing Educational and Teaching Strategies:

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

- Assessing Learning and Teaching Outcomes:

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

- Professional Development:

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

- Program Monitoring and Evaluation:

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

- Academic and Professional Guidance:

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

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

12. Acceptance Criterion

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

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

13. The most important sources of information about the program

- Teaching staff.
- Curriculum content.
- Availability of appropriate devices, equipment, materials, and software for the specialization.
- Alignment of learning resources with the specialization.
- Effective use of learning resources in the educational process.
- Availability, diversity, freshness, and coverage of books and journals in all areas of knowledge within the specialization.

- Provision of a comprehensive library including information resources, facilities, and specialized technical staff to serve the specialization.
- Subscription to electronic databases in the specialization field.
- Existence of an electronic content management system and availability of electronic materials.
- Availability of an electronic system for information retrieval in the library, in addition to electronic libraries.

14. Program Development Plan

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

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

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

- Fourth Stage: Continuous Monitoring and Improvement

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

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

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

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

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

Course Description Form

1. Course Name:
Translation
2. Course Code:
-----
3. Semester / Year:
2024-2025
4. Description Preparation Date:
16/9/2024
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 / Assist. Instr. Alaa Fadhil Ahmed Email: ahmed.en.hum@uodiyala.edu.iq / alaa.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	- Contribute to the practical preparation of English language students, enable them to translate between English and Arabic and vice versa and understand important terms that enable them to benefit from them during the exercise of their specialization. - Identify the different types and strategies of translation, their features and determinants, and train to translate texts in various fields. - Providing students with the information and skills necessary to teach translation and its various types (teaching vocabulary - grammar - pronunciation).

9. Teaching and Learning Strategies

Strategy	- Detailed Explanation of the Material - Asking Questions that needs Analysis to Students Participating Students in Explaining the Material

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Introducing the basic concepts of translation material	English ranslation. Introductory background	Brainstorming Discussion	- Homework - Attending an participating the lecture Answer the ques
Second	2	Knowledge of Terminology Related to Translation	Different Terminologies	- Introducing the Topic - Discussion Extracting concep	- Homework - Attending an participating the lecture Answer the ques
Third	2	nderstanding Types of Translation	rary and Free Translation	- Introducing the Topic - Discussion Extracting concep	- Homework - Attending an participating the lecture Answer the ques
Fourth	2	nderstanding Types of Translation	rary and Free Translation	- Introducing the Topic - Discussion Extracting concep	- Homework - Attending an participating the lecture Answer the ques
Fifth	2	dentifying the styles of ranslation and iting them and assifying them ti General and Special	Styles and Components	- Introducing the Topic - Discussion Extracting concep	- Homework - Attending an participating the lecture Answer the ques
Sixth	First month exam				
Seventh	2	Identifying Strategies of Translation	Factors Affecting these Strategies	- Introducing the Topic - Discussion Extracting concep	- Homework - Attending an participating the lecture Answer the ques

Eighth	2	Identifying Strateg of Translation	Factors Affecting th Strategies	- Introducing the Topic - Discussion Extracting concept	- Homework - Attending an participating the lecture Answer the ques
Ninth	2	How to Use Dictionaries	Finding the word for translat	- Introducing the Topic - Discussion Extracting concept	- Homework - Attending an participating the lecture Answer the ques
Tenth	2	How to Use Dictionaries	Finding the word for translat	- Introducing the Topic - Discussion Extracting concept	- Homework - Attending an participating the lecture Answer the ques
Eleventh	Second month exam				
Twelfth	2	Types of Dictionar	General and Specialized Dictionaries	- Introducing the Topic - Discussion Extracting concept	- Homework - Attending an participating the lecture Answer the ques
Thirteenth	2	Transliteration and Translation Differences	What is Transliteration?	- Introducing the Topic - Discussion Extracting concept	- Homework - Attending an participating the lecture Answer the ques
Fourteenth	2	Transliteration of Islamic Terms	Methods of Transliterating	- Introducing the Topic - Discussion Extracting concept	- Homework - Attending an participating the lecture Answer the ques
Fifteenth	2	Translation of Idio	Different Idioms	- Introducing the Topic - Discussion Extracting concept	- Homework - Attending an participating the lecture Answer the ques
Sixteenth	2	Practicing Translat	Different Types of Texts	- Introducing the Topic - Discussion Extracting concept	- Homework - Attending an participating the lecture Answer the ques
Seventeenth	Student's Application Time				

Eighteenth	Student's Application Time				
Nineteenth	Student's Application Time				
Twentieth	Student's Application Time				
Twenty-First	Student's Application Time				
Twenty-Secor	2	Translation of Proverbs	Colloquial Proverbs	- Introducing the Topic - Discussion Extracting concept	- Homework - Attending an participating the lecture Answer the ques
Twenty-Third	2	Translation of Proverbs	Colloquial Proverbs	- Introducing the Topic - Discussion Extracting concepts	- Homework - Attending an participating the lecture Answer the ques
Twenty-Fourt	first mo exam				
Twenty-Fifth	2	Practical Translati	Different Scientific Text General Texts	- Introducing the Topic - Discussion Extracting concept	- Homework - Attending an participating the lecture Answer the ques
Twenty-Sixth	2	Practical Translati	Different Scientific Text General Texts	- Introducing the Topic - Discussion Extracting concept	- Homework - Attending an participating the lecture Answer the ques
Twenty-Sever	2	Knowing and Understanding Transliteration Solutions	Knowing Symbols and Let for Transliteration	- Introducing the Topic - Discussion Extracting concept	- Homework - Attending an participating the lecture Answer the ques
Twenty-Eight	2	Knowing and Understanding Transliteration Solutions	Knowing Symbols Letters Transliteration	- Introducing the Topic - Discussion Extracting concept	- Homework - Attending an participating the lecture Answer the ques
Twenty-Ninth	Second Mo Exam				
Thirtieth	2	Material Review	Material Review	- Introducing the Topic	- Homework

				- Discussion Extracting concept	- Attending an participating the lecture Answer the ques

11. Course Evaluation

The annual grade consists of two components:

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Optional
Main references (sources)	The Translation Manual
Recommended books and references (scientific journals, reports…)	- Problems of Translation - Art of Translation - Practicing Translation / University of Mosul Textbook
Electronic References, Websites	www.translationdirectory.com

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

Academic Program and Course Description Guide

2024-2025

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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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, Ministry of Education

6. Program Structure

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

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			Theoretical	practical
Second Year	-----	Academic Writing	1	1

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes
1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: **

	- Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities. - The ability to evaluate students' progress and understand the extent to which they achieve learning objectives in various linguistic and literary fields. Achieving these outcomes enhances students' skills in understanding and using the English language more effectively. Furthermore, it contributes to the comprehensive development of their academic and communication abilities.
Skills	**Learning Outcomes**
- Students are trained in basic language skills such as precise sentence writing. - Students are trained to develop their speaking and listening skills to be able to deal with communication situations effectively.	1. **writing correct sentences skills: ** - Understanding and applying basic linguistic and grammatical rules in sentence writing. - The ability to construct coherent and accurate sentences. - Enhancing students' ability to express ideas clearly and accurately in writing. 2. **speaking and listening skills: ** - Developing listening skills to effectively understand content. - Improving oral expression skills and the ability to communicate clearly and effectively. - Boosting students' confidence to speak in front of others and engage in social and educational situations. These skills contribute to enhancing students' ability to communicate effectively in English, thereby improving their academic performance and preparing them for life and professional situations that require strong language skills.
- Providing students with reading skills and strategies, guiding them through mechanical reading, reading techniques, and vocabulary usage skills.	1. **reading skills: ** - Developing students' ability to understand texts more deeply and effectively. - Learning advanced reading strategies such as text analysis, content prediction, and inference.

- 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.	- Enhancing vocabulary skills by acquiring new words and applying them in reading. 2. **writing skills: ** - Enhancing students' ability to write research papers and reports proficiently and systematically. - Developing the skill of extracting facts and incorporating them into writing logically and persuasively. - Strengthening the ability to distinguish between perspectives and established facts and applying that in academic writing. These skills contribute to improving students' performance in reading and writing, enabling them to express their ideas effectively and convincingly in academic and non-academic contexts. Additionally, they increase their ability to comprehend and analyze information better, thus enhancing their personal and professional development.
Ethics	**Learning Outcomes**
- The student should describe the importance of learning the English language. - The student should participate in departmental activities.	1. **Understanding the Importance of Learning English: ** - Students' ability to describe the importance of learning English in daily life and professional settings. - Clarifying the benefits of English language proficiency in global communication and opening new opportunities in scientific, social, and cultural fields. 2. **Participation in Classroom and Extracurricular Activities: ** - Engaging actively in activities that reflect social interaction and collaboration with classmates. - Enhancing communication skills and fostering positive social relationships within the classroom. These aspects of learning contribute to students' overall development, enabling them to navigate various social and professional contexts effectively while also fostering a sense of community and collaboration within their academic environment.

- The student should encourage their classmates to maintain quietness in the classroom. - The student should appreciate the contributions of scholars and theorists in the development of the language.	1. **Promoting Discipline and Quietness in the Classroom: ** - Encouraging students to maintain quietness in the classroom contributes to improving the learning environment and enhances focus and attention during lessons. - Developing students' respect and self-discipline skills. 2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

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

10. Evaluation methods

- Daily, monthly, and yearly tests with varied questions for the academic subjects.
- Participation grades for challenging competition questions for students.
- Assignment grades assigned for homework tasks.

- Conducting research and reports.
- Field visits to schools to evaluate students' practical training.

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			47	5
Prof. Dr. Luma Ibrahim Shakir	English	Novel				
Prof. Dr. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Dr. Nahidh Faleh Sulaiman	English	Drama				
Prof. Dr. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Dr. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Dr. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Dr. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				

Assist. Prof. Dr. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Dr. Eman Riyadh Adeeb	English	Linguistics				
Assist. Prof. Dr. Hadeel Hatif Jassam	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				
Instr. Dr. Zainab Saad Mohammed	English	Linguistics				
Instr. Basil Mohammed Khudair	English	Poetry				
Assist. Prof. Zeena Salim Hammoudi	English	Drama				
Instr. Hind Tahseen Hameed	English	Discourse Analysis				
Instr. Wallada Abdul Razzaq Ayadah	English	Novel				
Instr. Dr. Abdul Hadi Dhiya	English	Literature				
Instr. May Tahseen Hameed	English	Discourse Analysis				
Instr. Emad Ahmed Farhood	English	Translation				
Assist. Instr. Wasan Abdul Hadi Abdul Amir	English	Grammar				
Assist. Prof. Dr. Jinan Khalifa Abbas	Arabic	Arabic Literature				
Assist. Instr. Mayyada Khudair Yas	English	Linguistics				

Assist. Instr. Muthanna Karim Mahisen	English	Literature				
Instr. Shurooq Talib Jafar	English	Methodology				
Assist. Instr. Hala Qahtan Dawood	English	Linguistics				
Assist. Instr. Doha Ismail Khalil	English	Linguistics				
Assist. Instr. Shahad Mohammed Yehya	English	Novel				
Assist. Instr. Al-Yamama Qais Youssef	English	Poetry				
Assist. Instr. Saba Mohammed Farhood	English	Pragmatics				
Assist. Instr. Elaf Saad Bustan	English	Methodology				
Assist. Instr. Yousef Ali Yousef	English	Drama				
Assist. Instr. Rebeen Behrooz Ameen	English	Literature				
Assist. Instr. Kawthar Qahtan Hussein	English	Linguistics				
Assist. Instr. Nargis Abdul Karim Ismail	English	Methodology				
Assist. Instr. Waqid Makki Noman	English	Methodology				
Assist. Instr. Marwa Taha Abdul	English	Novel				
Instr. Dr. Abdul Karim Yassin Ahmed	English	Phonetics				
Assist. Instr. Alaa Fadhil Ahmed	English	Linguistics				
Assist. Instr. Shahad Ziad Naji	English	Grammar				
Assist. Instr. Reham Abdul Karim Mohammed	English	Linguistics				
Assist. Instr. Abeer Hadi Mukhief	English	Linguistics				
Assist. Instr. Mohammed Qais Abdul Rahim	English	Methodology				

Assist. Instr. Mohammed Munir Abdul Jabbar	English	Poetry				
Assist. Instr. Fatima Mohammed Dhiyab	English	Linguistics				
Assist. Instr. Asrar Hameed Slaman	English	Methodology				
Instr. Uday Tahir Mahmoud	Psychology	Educational Psychology				
Assist. Instr. Alaa Saeed Harith	Psychology	Counselling				

Professional Development

Mentoring new faculty members

- Provision of orientation materials: Comprehensive orientation materials are provided, including information about academic and administrative policies and procedures within the institution and the department, as well as details about available resources and support services.
- Orientation sessions: Orientation sessions are organized for new members, visitors, and non-full-time staff, which involve reviewing policies, procedures, and available resources, and providing an opportunity for questions and inquiries.
- Assignment of mentors: Mentors can be appointed from among experienced faculty members to assist new members, visitors, and non-full-time staff in adapting to the work environment and understanding the academic and administrative culture within the institution.
- Social integration support: Support should be provided for new members, visitors, and non-full-time staff to integrate into the academic community through opportunities for communication and interaction with colleagues, staff, and students.
- Monitoring and evaluation: Regular monitoring of the performance of new members, visitors, and non-full-time staff should be conducted, and feedback should be provided to help them improve their performance and achieve their academic goals.
- Capacity development: Training opportunities and workshops should be provided for new members, visitors, and non-full-time staff to enhance their academic, educational, and research skills.

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

- Developing Educational and Teaching Strategies:

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

- Assessing Learning and Teaching Outcomes:

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

- Professional Development:

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

- Program Monitoring and Evaluation:

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

- Academic and Professional Guidance:

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

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

12. Acceptance Criterion

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

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

13. The most important sources of information about the program

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

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

14. Program Development Plan

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

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

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

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

- Fourth Stage: Continuous Monitoring and Improvement

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

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

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

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

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

Course Description Form

1. Course Name:
Academic Writing
2. Course Code:
ــــــ
3. Semester / Year:
2024-2025
4. Description Preparation Date:
16/9/2023
5. Available Attendance Forms:
Full Attendance
6. Number of Credit Hours (Total) / Number of Units (Total)
21 42
7. Course administrator's name (mention all, if more than one name)
Morning Studies: Prof.Dr. Ayad Hameed Mahmood ayadhameed70@gmil.com **Evening Studies: Inst. Mhamed Essa Alwan essa9781@uodiyala.edu.iq**
8. Course Objectives

Course Objectives	**1.Teaching students the theoretical bases of academic writing.** **2. Developing students' writing skills and expression power.** **3. Developing students' sociolinguistic knowledge to make more competent in writir**

9. Teaching and Learning Strategies

Strategy	1. Explanation & discussion. 2. Group working 3. Problem solving

10. Course Structure

Week	Hours	Required Learning Outcomes	Unit or subject name	Learning method	Evaluation method
First	2	Concept of paragraph	Paragraph format	Group working	Daily + Monthly Exams
Second	2	Paragraph structure	Paragraph format	Group working	Daily+ Monthly Exams

Third	2	Punctuation	Paragraph format	Explanation & discussion	Daily + Monthly Exams
Fourth	2	Sentence structure	Paragraph format	Explanation & discussion	Daily + Monthly Exams
Fifth	2	Organization	Paragraph format	Group working	Daily + Monthly Exams
Sixth	2	Practice	Paragraph format	Group working	Daily + Monthly Exams
Seventh	2	Narrative paragraph	Narration	Explanation discussion	Daily + Monthly Exams
Eighth	2	Narrative paragraph	Time order	Explanation discussion	Daily + Monthly Exams
Ninth		Narrative paragraph	Sentence structure	Group working	Daily + Monthly Exams
Tenth	2	Narrative paragraph	punctuation	Group working	Daily + Monthly Exams
Eleventh	2	Narrative paragraph	Writing process	Group working	Daily + Monthly Exams
Twelfth	2	Paragraph structure	Paragraph parts	Problem solving	Daily + Monthly Exams
Thirteenth	2	Paragraph structure	Punctuation	Problem solving	Daily + Monthly Exams
Fourteenth	2	Paragraph structure	Writing process	Problem solving	Daily + Monthly Exams
Fifteenth	2	Paragraph structure	Practice	Problem solving	Daily + Monthly Exams
Sixteenth	2	Descriptive paragraph	Concept of description	Explanation discussion.	Daily + Monthly Exams
Seventeenth	2	Descriptive paragraph	Topic sentence	Explanation discussion.	Daily + Monthly Exams
Eighteenth	2	Descriptive paragraph	Unity	Explanation discussion.	Daily + Monthly Exams
Nineteenth		Descriptive paragraph	Sentence structure	Explanation & discussion.	Daily + Monthly Exams
Twentieth	2	Descriptive paragraph	Conjunctions	Problem solving	Daily + Monthly Exams
Twenty-First	2	Descriptive paragraph	Sentence openings	Problem solving	Daily + Monthly Exams
Twenty-Second	2	Descriptive paragraph	Practice	Problem solving	Daily + Monthly Exams
Twenty-Third	2	Descriptive paragraph	Clustering	Problem solving	Daily + Monthly Exams
Twenty-Fourth	2	Logical Division of ideas	Paragraph organization	Explanation & discussion	Daily + Monthly Exams
Twenty-Fifth	2	Logical Division of ideas	Dividing ideas	Explanation & discussion	Daily + Monthly Exams
Twenty-Sixth	2	Logical Division of ideas	Coherence	Explanation & discussion	Daily + Monthly Exams
Twenty-Seventh	2	Logical Division of ideas	Practice	Explanation & discussion	Daily + Monthly Exams
Twenty-Eight	2	Logical Division of ideas	Transition	Explanation & discussion	Daily+ Monthly Exams
Twenty-Ninth	2	Logical Division of ideas	Sentence structure	Explanation & discussion	Daily+ Monthly Exams
Thirtieth	2	Logical Division of ideas	Punctuation	Explanation & discussion	Daily+ Monthly Exams

11. Course Evaluation

The annual grade consists of two components:

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

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

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Introduction to Academic Writing By Alice Oshima & Ann Hougue
Main references (sources)	Writing Composition By Frank Chaplen
Recommended books and references (scientific journals, reports…)	ELT Journal
Electronic References, Websites	Google Classroom

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

2025

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: 16/9/2024

File Completion Date: 17/9/2024

Signature:

Head of Department Name:

Dr. Amjed Lateef Jabbar

Date: 20/9/2024

Signature:

Scientific Associate Name:

Dr. Ghazwan Adnan Mohammed

Date: 25/9/2024

The file is checked by:

Department of Quality Assurance and University Performance

Director of the Quality Assurance and University Performance Department:

Date: 1/10/2024

Signature:

Assist. Instr. Ehab Sami Hussain

Approval of the Dean

Prof. Luay Sayhoud Fawwaz (Ph.D.)

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				
College Requirements				
Department Requirements				
Summer Training				
Other				

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

7. Program Description

Year/Level	Course Code	Course Name	Credit Hours	
			theoretical	practical

8. Expected learning outcomes of the program

Knowledge	Learning Outcomes

1. Knowledge and understanding of linguistic rules, grammar, and pronunciation of words in the English language. 2. Knowledge and understanding of common linguistic and literary expressions in the English language and the analysis of their texts. 3. Knowledge of prominent writers, thinkers, and linguists in the English language heritage, understanding their major literary and intellectual contributions. 4. Knowledge and understanding of the most important modern teaching methods, in addition to the important assessment, evaluation, and language testing methods used in teaching and assessing the English language.	1. **Knowledge and Understanding of Linguistic Rules and Grammar, and Articulation of Words: ** - Students' ability to analyze sentences and identify verbs, nouns, pronouns, and articles. - Understanding the uses and patterns of sentences in the English language. - The ability to recognize the correct pronunciation of words and understand the differences between different sounds. 2. **Knowledge and Understanding of Linguistic and Literary Expression Methods: ** - Understanding linguistic expression methods such as description, interrogation, expressing opinions, and expressing feelings. - Analyzing literary texts and understanding symbols and hidden meanings within them. - Recognizing various literary styles such as narrative, poetry, drama, and literary criticism. 3. **Knowledge of Prominent Literary Figures, Thinkers, and Linguists: ** - Understanding the major works of ancient and contemporary literary figures and thinkers. - Identifying their influence on the development of the English language and world literature. - Analyzing the most important literary and intellectual outputs of these literary figures and thinkers. 4. **Knowledge and Understanding of Teaching Methods, Assessment Tools, and Evaluation: ** - Understanding modern teaching methods and their use in diversifying the learning process. - Familiarity with various assessment tools such as tests, projects, and group activities.

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

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

- The student should appreciate the contributions of scholars and theorists in the development of the language.	2. **Appreciating the Contributions of Scholars and Thinkers: ** - Students' ability to understand and appreciate the role of scholars and thinkers in the development of language and culture. - Enhancing cultural and social awareness and fostering appreciation for the intellectual and cultural contributions of others.

9. Teaching and Learning Strategies

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

10. Evaluation methods

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

11. Faculty

Faculty Members

Academic Rank	Specialization		Special Requirements/Skills (if applicable)		Number of the teaching staff	
	General	Special			Staff	Lecturer
Instr. Dr. Amjed Lateef Jabbar	English	Poetry			44	5
Prof. Luma Ibrahim Shakir	English	Novel				
Prof. Ayad Hameed Mahmoud	English	Syntax & Translation				
Prof. Nahidh Faleh Sulaiman	English	Drama				
Prof. Arwa Abdul Rasoul Salman	English	Phonetics				
Prof. Haider Khudair Rashid	History	Islamic History				
Assist. Prof. Dr. Ghazwan Adnan Mohammed	English	Methodology				
Assist. Prof. Ahmed Adel Nouri	English	Translation				
Prof. Liqaa Habeeb Abboud	English	Methodology				
Assist. Prof. Susan Raheem Rahman	English	Drama				
Assist. Prof. Yarub Mahmoud Hameedi	English	Grammar				
Assist. Prof. Mona Hassib Hweid	English	Linguistics				
Assist. Prof. Massara Majid Ibrahim	English	Drama				
Assist. Prof. Rana Maudhir Dakheel	English	Novel				
Assist. Prof. Shawqi Khudair Ismail	English	Linguistics				
Instr. Dr. Khulood Ibrahim Ahmed	English	Linguistics				

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

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

Professional Development

Mentoring new faculty members

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

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

Professional development of faculty members

- Identifying Needs and Setting Goals:

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

- Developing Educational and Teaching Strategies:

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

- Assessing Learning and Teaching Outcomes:

1. Performance Evaluation: Implementing multiple assessment methods to measure the performance of faculty members in teaching and learning.

2. Providing Feedback: Offering appropriate feedback to faculty members based on assessment results to improve their performance.

- Professional Development:

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

- Program Monitoring and Evaluation:

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

- Academic and Professional Guidance:

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

12. Acceptance Criterion

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

- **Meeting the admission requirements set by the Ministry of Higher Education and Scientific Research.**
- **Holding a certificate of completion of secondary education or its equivalent from other countries.**
- **Expressing a desire to study in the chosen department.**

- **Passing the aptitude test, personal interviews, and tests related to readiness for the teaching profession (including medical examinations).**

13. The most important sources of information about the program

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

14. Program Development Plan

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

- Second Stage: Setting Objectives and Strategies
  - Setting Main Objectives: Identifying the main objectives for program development, such as improving educational quality, enhancing industry interaction, and increasing employment rates.
  - Development of Learning and Teaching Strategies: Enhancing the program curriculum and teaching methodologies to promote student interaction, engagement, and practical skills development.
  - Utilization of Educational Technology: Adopting e-learning and distance learning techniques to enhance the learning experience and expand access.
- Third Stage: Plan Implementation
  - Faculty Training: Organizing training courses and workshops to develop faculty skills in using educational technologies and implementing updated curricula.
  - Development of Educational Resources: Reframing educational resources and creating new instructional materials to align with the needs of the enhanced program.
  - Performance Evaluation and Feedback: Conducting regular assessments of program performance and quality and collecting feedback from students, faculty, and employers for necessary adjustments.
- Fourth Stage: Continuous Monitoring and Improvement
  - Results Evaluation and Program Updates: Monitoring program performance, measuring achievement of defined objectives, and implementing necessary improvements based on the results.
  - Monitoring Industry and Academic Developments: Keeping abreast of developments in the academic field and job market and educational technology to ensure the continuous improvement of the program.
  - Enhancing Collaboration with Industry and Community: Strengthening collaboration with employers and local entities to ensure program alignment with

market requirements and provide training and employment opportunities for students.

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

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

Course Description Form

1. Course Name:
Academic Writing
2. Course Code:
3
3. Semester / Year:
2024-2025
4. Description Preparation Date:
11/9/2025
5. Available Attendance Forms:
third 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. Mayada Khdyar Yas Muthna Email: mayada.en.hum@uodiyala.edu.iq
8. Course Objectives

Course Objectives	• Develop listening and speaking skills • Improving students ability to' communicate effectively in spoken language with a reasonable degree of fluency and accuracy in different social settings and genres Various social meetings • Increase fluency and confidence in speaking and Familiarizing students with the ways native speakers

	pronounce and enunciate different language units. • Developing students' abilities to assimilate meaning and comprehend maximum number of sentences in natural contexts.

9. Teaching and Learning Strategies

Strategy	• Encouraging active listening: Teach students active listening techniques such as maintaining eye contact, asking questions, and paraphrasing to ensure comprehension. • Pair and group discussions: Encourage students to engage in conversations with their peers, actively listening and responding to each other. • Role-playing exercises: Use role-playing to simulate real-life situations and enhance listening skills. • Audio recordings and podcasts: Play audio recordings or 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 pronunciatio	Unit1 The Youngst behind youTube	Play reading audio + Explanation of spea strategies and the expressions used those readings + Training in spea strategies Explain and s exercises	Tests: Oral and written: daily& monthly
Second	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit2 When to use Female Nouns	Play creading audio + Explanation of spea strategies and the expressions used those readings+ Training in spea strategies Explain solve exercises	Tests: Or an :writt dai & mon y
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: Or an :writt dai & mon y
Fourth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 4 The Colo World Synethesia	Play audio + Explanation of spea strategies and the expressions used those reading + Training in spea strategies Explain solve exercises	Tests: Or :and writte 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: Or :and writte daily& monthly
Sixth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit	Unit5 What is creative thinking	Play reading audio + Explanation of spea strategies and the	Tests: Or :and writte daily& monthly

		Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Part2	expressions used those readings + Training in spea strategies Explain solve exercises	
Seventh	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication.. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit6 Listen Up Part1	Play reading audio + Explanation of spea strategies and the expressions used those reading + Training in spea strategies Explain solve exercises	Tests: Or :and writte daily& monthly
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: Or and :writte daily month
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: Or and :writte daily month
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: Or and :writte daily month
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	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: Or and :writte daily month

		improve pronunciation			
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 speal strategies and the expressions used those reading + Training in speal strategies Explain solve exercises	Tes : Or an :writt dai & mon y
Thirteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 8 Why I quit the company Part2	Play reading audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests: Oral and :written daily& monthly
Fourteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit9 East meets West on Risky Cyberhighway Part1	Play audio + Explanation of speal strategies and the expressions used those readings + Training in speal strategies Explain solve exercises	Tests : Oral and :written daily& monthly
Fifteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit9 East meets West on Risky Cyberhighway Part2	Play c audio + Explanation of speal strategies and the expressions used those + Training in speal strategies Explain solve exercises	Tests : Oral and :written daily & monthl y
Sixteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 10 Don't Let Stereotype Warp Your Judgment Part 1	Play audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests : Oral and :written daily & monthl y
Seventeenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit	Unit 10 Don't Let Stereotype Warp Your Judgment	Play audio + Explanation of speal strategies and the	Tests : Oral and :written

		Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Part2	expressions used those conversations + Training in spea strategies Explain solve exercises	daily & monthl y
Eighteenth	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 Part1	Play \ audio + Explanation of spea strategies and the expressions used those reading + Training in spea strategies Explain solve exercises	Tests : Oral and writt :en daily & mont hly
Nineteenth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit11 The art of reading Part2	Play audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests: Oral and writtten: daily & monthly
Twentieth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit	Unit 12 When E.T calls Part1	Play audio + Explanation of spea strategies and the	Test

		Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation		expressions used those + Training in spea strategies Explain solve exercises	s: Oral and writtten: 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 spea strategies and the expressions used those creading + Training in spea strategies Explain solve exercises	Tests: Oral and writtten: d

					aily & 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 ReviewPar	Play audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies Explain solve exercises	Tests: Oral and written: daily & monthly
Twenty-Third	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use	Unit1 The Youngsters Part2	Play audio + Explanation of speal strategies and the expressions used those conversations + Training in speal strategies	Tests :Oral and wr

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

					& m on thl y
Twenty-Seventh	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 15 I'll help me get a good job Part2	Play audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Te sts :O ral and wr itt en : da ily & m on thl y
Twenty-Eight	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations. use basic structures in their oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Unit 16 I work well under pressure Part1	Play c audio + Explanation of spea strategies and the expressions used those reading + Training in spea strategies Explain solve exercises	Te sts :O ral and wr itt en : da ily & m on thl y
Twenty-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	Unit 16 I work well under pressure Part2	Play audio + Explanation of spea strategies and the expressions used those + Training in spea strategies Explain solve exercises	Te sts :O ral and wr itt en : da ily & m on thl y

Thirtieth	2	Students can actively listen to obtain and understand information and respond appropriately to the situations in the unit Communicate confidently and effectively in those situations while using key linguistic constructs in oral communication. Use appropriate vocabulary in any type of conversation improve pronunciation	Review units 7-1	Play audio + Explanation of spea strategies and the expressions used those conversations + Training in spea strategies Explain solve exercises	Tests :Oral and written: daily & 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:

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

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

12. Learning and Teaching Resources

Required textbooks (curricular books, if any)	Linda Lee (2009). Select Readings. Cambridge: Cambridge University Press with (CD)
Main references (sources)	
Recommended books and references (scientific journals, reports…)	Developing Reading and speaking sk English Pronunciation in use (s study and classroom)
Electronic References, Websites	BBC Learning English • ,EngVid • English Resource Lab